DOCUMENT RESUME

ED 094 886 PS 007 442

AUTHOR Stocker, Joseph
TITLE Early Childhood Education: Current Trends in School Policies & Programs.
INSTITUTION National School Public Relations Association, Arlington, Va.
PUB DATE [73]
NOTE 64p.
AVAILABLE FROM National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 411-13309, $6.75, paper)

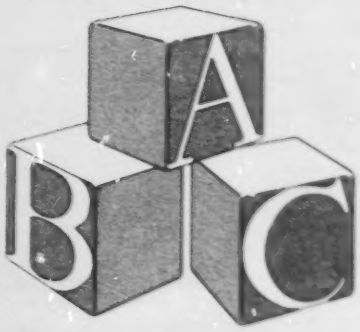
EDRS PRICE MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS Community Resources; *Early Childhood Education; Early Experience; *Educational Problems; Financial Support; Instructional Staff; Intervention; Models; Parent Role; *Program Descriptions; *School Policy; Staff Role; State Agencies; *State of the Art Reviews; Working Women

ABSTRACT

This report is one of a series of special booklets concerned with current trends in school policies and programs. The purpose of this particular publication is to provide practitioners at all levels, and others interested in education, with the most up-to-date information on some of the current issues in early childhood education. Individual chapters offer a concise coverage of the debate over early schooling, an overview on some of the state-sponsored and local community-initiated early education programs, a perspective on the changing role of the parent in early childhood educational programs, and descriptions of some of the new approaches to staffing early childhood programs. (CS)

ED 094886

EDUCATION U.S.A.
SPECIAL REPORT



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
NSPRA
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

EARLY CHILDHOOD EDUCATION

CURRENT TRENDS in School Policies & Programs

PS 007 442

A Publication of the
National School Public Relations
Association

Copyright 1973
National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia 22209

Library of Congress Catalog Card No. 73-89527

Single copy, $6.75.
Stock No. 411-13309. All orders under $8 must be accompanied by payment. All orders over $8 must be accompanied by payment unless submitted on an authorized purchase order from a school district, organization or institution. Billed orders will include shipping and handling charges. Address communications and make checks payable to National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209.

Table of Contents

EARLY CHILDHOOD EDUCATION

CURRENT TRENDS in School Policies & Programs

Overview 5

Chapter 1. Where Do Public Schools Come In? 10

Chapter 2. The Case Against (And For) Early Schooling 16

Chapter 3. What States Are Doing 21

Chapter 4. What Schools and Communities Are Doing 29

Chapter 5. The Role of the Parent 40

Chapter 6. Staffing Early Education 50

Chapter 7. What Makes a Good ECE Program? 54

Chapter 8. What's Ahead 57

Acknowledgement

Early Childhood Education is one of a series of special reports on current trends in school policies and programs. The purpose of the series is to provide school practitioners at all levels, and others concerned with education, with the most up-to-date information on problems which are at the core of today's constantly changing education scene.

Early Childhood Education was written by Joseph Stocker. It was developed by the Education U.S.A. Special Reports Staff: Shirley Boes, Editor; Roy K. Wilson, Editorial Director; Cynthia Menand, Manager of Editorial Services. Editorial assistance was provided by Roger Dixon. Production: Joan Lenz, Alice Mansfield, Andrea Olinger, Joyce Pullen and Yvonne Souliere.

Overview

Call it early childhood education. Call it child development. Call it day care. Call it what you will. It is coming on fast.

Many experts in child development share the view of Burton White of Harvard U.: "I believe that within a few decades most Western societies will assume public responsibility for guiding the educational development of all children from birth."

Although many public school administrators are only minimally involved and remotely interested in the education and care of America's prekindergarten children, many others are getting caught up in the phenomenon.

"We're facing a quantum leap in child care, a revolution in the way we treat children," says Edward Zigler, head of Yale U.'s Child Study Center and former director of HEW's Office of Child Development (OCD). His opinion is shared by Mary Dublin Keyserling, former director of the Women's Bureau of the U.S. Dept. of Labor. Mrs. Keyserling, now acting director of the National Committee for Children and Youth, predicts: "We are at the beginning of a major educational development in America."

Janice Neipert Hedges, labor economist with the U.S. Office of Economic and Social Research, has projected 100% enrollment of 5-year-olds by 1980 as being "within reasonable reach." Equally possible, she says, is an enrollment by then of 50% of 4-year-olds and 30% of 3-year-olds, for a total pre-primary enrollment by 1980 of 7.6 million.

Questions arise as to how and how soon the nation's public schools will get swept into the revolution. The forces seem to be multiplying; many of them, in fact, are newly emerged. Some are readily identifiable:

- A growing national interest in child development, which is generally defined as the intellectual, emotional and physical development of a child from infancy to about age 8.

- "The tone or spirit of the times," so identified by E. Robert LaCrosse, a clinical child psychologist, who said: "We are beginning to question the mindless proliferation of technology. We are beginning to insist that technological decisions be made in terms of human values. Not only are we becoming more concerned about our environment, but it would appear that we Americans are becoming more concerned about the quality of our lives and the lives of people around us."

- Women's liberation and its concomitant, working mothers. In 1940 less than 1 out of 10 mothers were in the labor force. In the 1970s, the proportion jumped to 4 out of 10. Working women with children under 18 number more than 12 million – an increase of over 50% just since 1960. Four and one-half million women with a total of 6 million children under the age of 6 are employed. (The year 1970 marked a turning point. For the first time more women with minor children were holding down jobs than not.) By 1980, the number of working mothers with children under age 6 is expected to grow to 6 million.

- The availability of existing services for children – viewed as "inadequate" by some critics. OCD places at 650,000 the number of licensed day care slots nationwide. Most other children who receive day care from someone other than their mother either are under the supervision of a baby-sitter or a child care home.

- The quality of some facilities providing service. A 1970 survey conducted by volunteers from the National Council of Jewish Women in 90 areas of the country, covering nearly 700 day care centers and homes serving 25,000 children, found "a terrifying collection" of incidents of child abuse and neglect.

- A widespread concern with enabling welfare recipients to work, thus reducing welfare rolls. If welfare mothers are to work, they must have adequate day care for their children. [Several counter arguments weigh heavily: (1) See Box, "Make Children the Family's Responsibility," p. 9; (2) A subsidized day care program could conceivably *cost* more if cost is to be the major consideration regarding a reduction in welfare rolls.] As pointed out by Jack Titmore and W. R. Prosser in *A Study of Day Care's Effect on the Labor Market*, policy makers must consider both the cost of day care and employment programs, "which are probably essential to making mothers without marketable skills viable in the labor market."

A Definition: Early Childhood Education

Early Childhood Education (ECE) is more than just a method of providing a baby-sitting service for poor or middle-class families so the mother can get a job during the day. It is a concept calling for a comprehensive educational and development program for children.

A powerful case is being made for ECE by educational authorities on the premise that many children need it. On the other side are critics who say any moves in the direction of putting under-5's in "formal" school programs must be based on research findings in early childhood development – which are ambiguous and lacking at best. Two other considerations are critical: money and where to start.

The nation's first major venture into preschool education can most logically be dated June 30, 1965, when the federally funded Head Start program was initiated. According to the May 1973 issue of *Learning* magazine, educators pushed for the program after being convinced that ". . . on the day they first walk through the kindergarten doors, children from poverty families are already far and perhaps hopelessly behind youngsters from better-off families. Poor nutrition, limited learning opportunities at home, little or no understanding of what the public school system will expect and demand of them – all these and more have taken too great a toll on such five-year-olds."

Educational leaders are now expanding their concern to cover not only preschool children from poverty families, but youngsters from every socio-economic level throughout the United States. "Nothing is more central to the problem of equal educational opportunity than the experiences children have – or do not have – during the early childhood years," said the U.S. Senate's Select Committee on Equal Educational Opportunity in its report issued Dec. 31, 1972.

"The opportunities and the environments that America's 21 million children under age 6 are now experiencing – and that the children who follow them will experience – are among the major determinants of their future success or failure. The beginning years of life are critical for a child's intellectual growth, and for his social, emotional, physical and motivational development. These early years are the formative years. They are the years in which permanent foundations are laid for a child's feelings of self-worth, his sense of self-respect, his motivation, his initiative and his ability to learn and achieve," the committee said.

The Senate committee expressed particular concern for the 3.2 million preschool children living in poverty. But the need is nearly as great among children of the middle class, who, as Urie Bronfenbrenner of Cornell U. points out, may not be afflicted with tenement rats gnawing at their cribs but nevertheless may be afflicted by the familiar American rat race.

According to Bronfenbrenner, "The demands of a job, or often two jobs, which claim mealtimes, evenings and weekends as well as days; the trips and moves one must make to get ahead or simply hold one's own; the ever increasing time spent in commuting; the parties, the evenings out, the social and community obligations; all of the things one has to do if he is to meet his primary responsibilities produce a situation in which a child often spends more time with a passive babysitter than with a participating parent or adult."

Even when parents are home, a "compelling force" – television – cuts off communication, Bronfenbrenner says. Instead of being used to "enrich" the home atmosphere, it "freezes speech and action," he adds.

Hence, children have been relegated to a world of their own and deprived "of their humanity,"

The Working Mother: A 'Scapegoat' in the ECE Controversy

Is the working mother to be the scapegoat in the controversy over whether home care or day care is better – or necessary – for her young children? If so, she may be able to build a good case for her own defense, according to many critics. Some of the reasons predate the women's liberation movement.

Two powerful forces behind the trend toward more working mothers are cited by A. Kenton Williams, an assistant regional director of OCD: "This country, because it is a work-oriented society, places social pressure on the desirability of being employed. Second, the advent of television and the Madison Avenue advertisements have whetted the American families' appetite for material things as never before. . . . This places a strain on the male breadwinner and forces the woman or mother in the family to seek employment to support what they consider an adequate level of living."

There are other reasons for the surge of mothers into the work force:

- **A declining birth rate.** Mothers with fewer children have less to do at home and thus, less reason *not* to go job-hunting in order to help lift the family's level of affluence.
- **Modern technology.** In the home this means labor-saving devices and convenience foods, all contributing to an easing of domestic pressure on women but costing more money. Outside the home, changing technology has brought about a mechanization of industry and growth of service industries, resulting in many more jobs that do not require physical strength. Women are no longer limited to teaching, nursing and secretarial work.
- **Rising educational levels of women.** Young women can earn more than their mothers did. So, the economic cost of staying home is higher than it once was.
- **Changing attitudes toward the role of women.** The idea that women have a right to lives and careers of their own is now almost universally accepted.
- **Changing attitudes about what is good for children.** The attitude that a child's place was in the home until he reached school age is being replaced by one that says kindergarten and nursery school are considered desirable, even essential, by many parents.

Finally, James Daniel, in an article in *Reader's Digest*, cites the fact that modern life puts an intolerable strain upon the mother. "Living in small houses, without the grandmothers, maiden aunts or unmarried sisters who formerly helped rear children, with husbands who disappear in the morning and come home only at dark, today's mothers are denied the supplementary child-rearing services once abundantly built into farm, village and even urban life. They *need* day care."

Bronfenbrenner says. "We've set our priorities elsewhere, putting children and families last. This reversal of priorities – which amounts to a betrayal of children – underlies the growing disillusionment and alienation among young people in all segments of American society."

The emphasis on child development also stems from the growing realization that everything impinging on the life of the small child affects what happens to him when he grows up. The 1970 White House Conference on Children cited "the importance of early experience on human growth and development" as documented by psychologists, pediatricians, psychiatrists, educators, nutritionists, anthropologists and other investigators. The central finding [of such specialists] is that during the years when a child's body, intellect and psyche are developing most rapidly, his conditions of life will profoundly influence his later health, motivations, intelligence, self-image and relations to other people, the conference report said.

Current studies indicate the public schools must assume an ever larger role in providing positive "conditions of life" for preschool children. Otherwise, the rapidly expanding demand for child care may be met by far-seeing, but often unqualified personnel more intent on profit than on providing a positive atmosphere for children.

In this same vein, the OEO book, *Day Care: Resources for Decisions*, stated: "Day care in America is a scattered phenomenon; largely private, cursorily supervised, growing and shrinking in response to national adult crises, largely unrelated to children's needs and, unlike the situation in many other nations, totally unrelated to any national goals for children or explicit goals of encouraging well defined character traits." The *Washington Star-News* reported that 98% of the nation's mothers of children under age 5 depend on a "nightmare hodgepodge of arrangements with elderly relatives, a rapid turnover of sitters, and bleak custodial parking lots euphemistically called family care centers."

In an attempt to meet the growing need for adequate child care, many states, schools, churches and parent groups – as well as the federal government – are becoming increasingly involved in the issue. And, as with any new educational endeavor, a wide variety of methods are being utilized to meet the challenge.

OCD sees child care as falling generally into three categories:

1. **Comprehensive child development programs**, which embrace all or nearly all the needs of a growing child and his family – educational, nutritional and health – plus involvement of parents through instruction in the fundamentals of child development and family counseling.

2. **Developmental day care**, which is designed to enable mothers of young children to work and to provide their children with an opportunity for social and educational development. It involves trained people working with children, availability of books and toys, meals meeting nutritional requirements and some medical care.

3. **Custodial day care**, which involves little more than ensuring the supervision and physical safety of children while their mothers are at work. People in charge usually have little or no training in child development; there are few books or educational toys; and entertainment is generally provided by a TV set.

The first type of program – comprehensive child development – is the expensive way to go, and OCD considers it unnecessary for many children from middle-income homes. OCD says a comprehensive program is needed most often by the children of the poor.

The third type – custodial day care – is what Yale U.'s Zigler scornfully describes as "peanut-butter-and-jelly-sandwich-care." Many of the day care homes and day care centers surveyed by the Council of Jewish Women were found to provide only this kind of care.

The kind of child care that professionals generally regard as most feasible is developmental day care. This approach, says Jenny W. Klein, director of educational services for OCD's division of program development and innovation, "attempts to meet the wide range of physical, emotional, social and intellectual needs of each child within the framework of a protective environment. Its prime characteristic is a 'warm,' accepting climate in which an educational thread links all of the program components. Such a program should provide: a bright, stimulating environment designed to accommodate a variety of activities; a multiplicity of interesting equipment, toys and materials geared to the specific developmental stages of preschool children; a well thought-out curriculum, agreed on by staff and parents; a wide range of supportive services ministering to the social, medical, psychological and nutritional needs of growing children; and an experienced, compe-

tent staff trained in the precepts of child development and deployed in a manner which encourages continuing child-adult interaction."

Educationally, a good developmental day care program should help a child learn to trust adults, says Mrs. Klein. It should enable him "to feel comfortable and secure." And it should instill in him confidence in himself "as a beginning learner."

A Look-Ahead

Like the beginning learner, early childhood education is also in its infancy. Its direction is uncertain despite much prompting and expressed advocacy. The multitude of ECE programs currently under way faces difficult challenges. High operating costs, charges of child "brainwashing," a lack of solid federal support, arguments that preschool youngsters are not physically or mentally prepared for education, and a belief by some that ECE will lead to the possible destruction of the American family are among the criticisms voiced.

Some trends and general predictions can be made based on details in the balance of the report. To skim some of them:

- Schools at all levels will find themselves increasingly concerned not only with the preschooler but with his whole family.
- Sheer cost will be a bigger consideration than any other in proposals to try ECE or to expand day care. Cost will also primarily determine the types of services to be provided.
- States are becoming increasingly interested in ECE and for many of them, the first priority may simply be to identify what's needed and what's already part of their multilayered agencies and departments.
- Local programs display an infinite variety of approaches for meeting the needs of the very young.
- Federal and state policy makers are making decisions on the basis of the role of the family rather than isolating the needs of the child.

'Make Children the Family's Responsibility'

The all-day, Monday-to-Friday, center approach to day care, advocated by many social critics and women's liberation groups, received some harsh criticism from NIE's Lois-ellin Datta. She backed up her criticism with eye-opening information, such as:

- Day care may not break the poverty cycle for parents, as some social critics predict. Statistics for manpower training programs suggest "only 25% of the trainees find and hold employment."
- Day care will significantly improve the income only of parents with one or two children who have the skills to earn fairly high total incomes (considering the current estimates of the cost of day care).
- The financial benefits of day care for the welfare family with five children and marginal skills "seem slight," although there may be secondary benefits of family self-sufficiency that will emerge in improved second-generation economic status.

Strengthening the family as the "primary child rearing agent" through a variety of alternative means, is a much better answer to meeting day care needs, Ms. Datta says. Among the alternatives she suggests are providing information and means of family planning, "family leave" for men to encourage both mother and father to care for their children, encouraging several generations of the same family to share housing and child care responsibilities, "parenting" training for both boys and girls, increasing the incomes available to low-income families, and providing child demonstration agent programs for parents with children under age 3.

Chapter 1

Where Do Public Schools Come In?

"There's an absolute need for day care. There's no sense in comparing whether day care is better than home care. The cold hard facts are that a lot of parents need it, a lot of women want it, we're going to have it, so the question is, how can we do it intelligently?" said Glen Nimnicht, of the Far West Laboratory for Educational Research and Development, at a conference on early childhood education sponsored by the Education Commission of the States (ECS) in late 1972.

Nimnicht's statement, similar to others made by scores of educational leaders across the nation, poses a major question: What are the implications of early childhood education for the public schools? The answers vary greatly.

The long-range view is embodied in the recommendations of the 1970 White House Conference on Children. It urged that America "commit a major portion of its national resources to the nurture of young children" and that federal funding to this end reach a level of $6 billion to $10 billion by 1980. The conference advocated a "national network of supplementary child care services which will be locally controlled, publicly supported and universally available." Quality child care services should be guaranteed to every child, parent and community in the nation, it added.

"We recommend for America," said the forum, "a system of supplementary child care services" which:

- Is available to children of all ages from conception through youth, to families from every kind of economic and social background and to every community, with priorities to those whose need is greatest.
- Is available through a wide variety of different types of programs at any time that children, families and communities need it.
- Has the full range of components required to promote the intellectual, emotional, social and physical growth of the children it serves.
- Ensures parents a decisive policy role in the planning, operation and evaluation of programs.
- Places major responsibility for planning and operating child care and development services at the local level.
- Reflects and builds on the culture and language of children, families and communities being served.

Mrs. Keyserling's proposal is a little more immediate. She suggests a goal of developmental day care services for at least 2 million additional children over the next five years – "merely to catch up with the worst of current backlog.

"At least half these places should be fully subsidized and the rest partially subsidized, with fees charged according to income," says Mrs. Keyserling. She estimates a need for $3 billion to $4 billion a year in federal funding to achieve this objective. And, she says, the figure she cites doesn't take into account the likelihood of "a rapid rate of increase in the number of children needing good day care in the 1970s. I believe," she says, "we shall ultimately have to move toward the vast expansion of neighborhood-based day care centers, financed by public funds."

An authority in the early childhood field, Bettye M. Caldwell of the U. of Arkansas, sees the public schools as an essential part of the picture. She thinks day care should become a "bold instrument of social policy." In order to become so, it needs "a forum from which to advertise its potential and a willingness to proclaim its importance," she says. "That forum ought to be public education – albeit education defined more flexibly and comprehensively than it is today." She added:

Actually there is little justification for a conceptual separation between public education and public day care, for most schools are "day schools" and represent "day education" with or without the supportive family services generally offered under the rubric of day care. The significant difference, however, is that day care generally enters the lives of children at an earlier age, and, as infant day care becomes more respectable, the age of entry will become even lower. Any experience that enters the lives of children at a time when they are impressionable, when basic patterns of expressing, thinking, feeling and problem solving are being developed and value systems are being assimilated, has no need to feel apologetic.

Mrs. Keyserling also talked about the role of public education in an address before the Assn. for Childhood Education International in Washington, D.C., in August 1971. She said educators could contribute to the overall cause of child care by:

- Pioneering in the establishment of school-oriented day care centers. "No school in America should lack an after-school care program for young school-age children. Few schools have such programs," she said.
- Providing leadership in developing day care councils to coordinate, stimulate and improve local efforts.
- Participating in the preparation of professional standards and in discussions of appropriate ratios of children to adults, space-facilities and curriculum development.
- Helping to develop training programs for day care mothers, proprietors, aides and other paraprofessional staff members of group care centers; welcoming them to membership in professional organizations; encouraging their participation.
- Urging that young people in the secondary grades study family life and child development and, as a vital aspect of such study, become involved in a day care center, learning about the rearing of children.
- Dramatizing the story of day care needs in communities.

"Schools have been tragically remiss on the problem of day care," says Yale's Zigler. "If you really care about children," he told the ECS conference, "you can't desert a child at 3 p.m. and say, 'Anything else that happens to him the rest of the day is not my business.' We've got to make schools responsive to the needs of children and families."

This doesn't mean, says Zigler, we should spend vast sums of money on preschool education. "I would rather see the schools become sensitive to the needs of their communities and begin helping with the day care problem," he said. "The most pressing child-care need in the country today is not preschool education. It's day care. Almost 50% of mothers work. We have 1.5 million latch-key children (a term applied in the child-care field to those children left at home without adult care, presumably with their front door keys hung around their necks). No one is taking care of them. They run the back streets and alleys of this nation. Another three-quarters of a million are cared for by siblings under 16. That's not good. And the quality of day care that is available is often atrocious." Zigler added:

> Schools would be doing themselves a favor, in their educational role, if they would take on the day care problem. They have the facilities and the know-how, but they have not done their share in meeting this problem.

Zigler acknowledged, though, that the money for doing so is limited.

Glen Nimnicht agreed that it's not simply a case of expanding preschool education. "What's wrong with just providing a child with a good experience when he's 4?" asked Nimnicht. "Why do I have to worry about what it does to him when he's 9? Isn't it legitimate for him as a human being to live in an environment which tends to support him – a stimulating environment – an environment in which he may make educational advancements?"

A similar view is offered by Stephanie Klopfleisch of the Los Angeles County Dept. of Public Social Services: "First there should be physical protection of the child and supervision by trained personnel. We don't necessarily have to teach the children to read and write, but we should show a child how to get along with other kids and we should work to upgrade the quality of his life no matter what kind of background he has. And, of course, we should be certain the child gets the nutrition and medical care to insure his health."

Rep. Albert H. Quie of Minnesota, ranking Republican member of the House Education and Labor Committee, is outspoken in his belief that the public schools must play a major role in early childhood development. This is particularly important in the case of the educationally disadvantaged child, he says. "Not only must we intervene early in the life of the educationally disadvantaged child, but we have to sustain the effort over a period of years to have lasting effect," he wrote in the May-June 1973 issue of *Compact* magazine, published by ECS. "We find that in order to retain learning gains registered in the Head Start program the children involved needed special help in the early primary grades. That is why I favor linking preschool programs directly to the schools from the beginning, whenever this is possible."

Caring for the Total Child

Cornell's Bronfenbrenner advocates involvement of the public school in the life of the preschool child as part of a "concern for the total child as a member of the larger community." He is worried about the fact that – as he sees it – schools are insulated from the outside world. And, he says, this insularity extends within the school itself, where children are "segregated into classrooms that have little social connection to each other or to the school as a common community. As a result, schools have become one of the most potent breeding grounds of alienation in society."

He recommends, therefore, that schools conduct "functional courses in human development" beginning at the elementary level. These would not be simply downward extensions of "family life" courses already taught in many junior and senior high schools, primarily to girls. Rather, they would be geared to an "active concern for the lives of young children and their families." Day care centers and Head Start programs would be located in or near schools "so they would be an integral part of the curriculum." Older children would work with younger ones on a regular basis. They would escort the smaller children to and from the school or center and spend time with them out of school. Thus, the older children would become acquainted with the younger children's families and the circumstances of their lives, the Cornell professor says.

"This, in turn, would provide a context for the study of services and facilities available to children and families in the community – health care, social services, recreation facilities and the schools themselves," Bronfenbrenner adds. "The scope of responsibility would increase with the child's age, and there would have to be adequate supervision and clear delineation of the limits of the older children's responsibility throughout. The same pattern of responsible involvement could be applied in relation to other groups such as the aged, the sick, the disadvantaged and those living alone."

Bronfenbrenner's proposal finds an echo in what Zigler sees as a proper function for the schools vis-a-vis ECE. Rather than just "adding something at the top or bottom" and "doing more of the same," says Zigler, schools should plunge deeply into the much larger problem of developing "school-family cooperation in the education of children.

"Why don't we try this?" he asks. "Why don't we enroll children in school when they're born? Actually I would like to enroll them the day after the mother conceives. Why wait for the child at age 5 to come to school with less of a brain than he should have because of a protein deficiency that he experienced in uterus? Why don't we appreciate that education is a developmental phenomenon and, if we really want to help children, start there?

"What we would do is help parents in their role as parents . . . help them in the raising of their children . . . give them knowledge and information. This would involve not every child coming to school buildings, but periodic visits to parents . . . parents coming to the schools en masse . . . using television much more than we're using it. There is a variety of things we could do in the first five years of life that would impact the child through the family. If you could do that, you would have a continual support system in the home that you could work with as the child goes through school. It would be a real partnership."

Terrel H. Bell, superintendent of the Granite School District, Salt Lake City, Utah, and former acting commissioner of the U.S. Office of Education, also advocates a strong tie between the states and schools and parents of preschool youngsters: "I am convinced that the major thrust of the states in the field of early childhood education should be to the homes through the school district's neighborhood elementary schools. The elementary school should receive encouragement and financial support to sponsor an outreach program to the parents of the preschool toddlers and crib-bound babies in the neighborhoods.

"As I see it, the states should include in finance programs support for home-based preschool educa-

CCSSO, AASA, AFT Favor Early Schooling

The Council of Chief State School Officers (CCSSO) has gone on record via a formal resolution urging that preschool education be "an integral part of the public school program." Further, says CCSSO, the appropriate agencies to develop and administer such programs are the state education departments.

The American Assn. of School Administrators (AASA) has taken a similar stand, calling for public preschool education "no later than age 4." "Intervention at an early age," said AASA in a 1972 resolution, "is crucial and is the only alternative to coping with irremediable handicaps at a later age."

The American Federation of Teachers (AFT) endorses the concept of "effective, comprehensive early childhood education." In its publication, *A National Design for the Elementary School*, AFT sees such programs as the means to prevent kindergarten dropouts and to smoothe the way for a child's entry into formal schooling. AFT says "there is enough known about how young children learn to formulate some basic, educationally sound guidelines for an effective early childhood program" as early as the child's second or third year.

- A parent education program of training and involvement of all levels of an early childhood program (prekindergarten-2).
- Organization of an early childhood program in a minischool within an elementary school, or as a separate school in its own building or as an annex to an elementary school but housed elsewhere . . . or in available space in some other building.
- Organization of small class groups, carefully selected on a heterogeneous basis, 15 to 20 per group.
- Use of trained parent assistants and paraprofessionals.
- Availability of a clinical team consisting of a clinical psychologist, a social worker and a guidance counselor.
- Use of carefully trained classroom teachers knowledgeable in the needs and problems facing the children in early childhood classes.
- A total program of activities allowing for a flexible use of personnel, equipment and auxiliary services to meet the needs of each child in the program: educational, psychological, social, medical, dental, nutritional.
- Involvement of the total staff in all aspects of the program, as a cooperating team concerned with the total needs and growth of each child.

tion under neighborhood elementary school sponsorship. This will involve limited funds for teaching parents in evening sessions. The cost of toy libraries is not great. Huge outlays for staff and school plant facilities will not be necessary."

Burton L. White, director of the Preschool Project at Harvard U., backs Bell's idea. He recommends programs to prepare prospective parents to help children acquire the foundation for formal education.

White also recommends:

- An early detection program to monitor the educational status of children from birth continuously to school age.
- "Remedial programs and processes" to begin as early as possible. These would include making parents aware of the needs of some children for hearing aids as early as a few months of age. "They shouldn't be going through primary language acquisition with undetected hearing losses," White says.
- "A redistribution of effort and money in public education" in which substantial amounts of both would be fed into guiding educational development in the first years of life, with perhaps less devoted to the period from kindergarten through high school.

How Will Elementary Schools Be Affected?

Whether or not the "total" concept becomes a reality, it seems inevitable there will be a vast and rapid expansion of the public schools' involvement in early education and day care. For example, the National Academy for School Executives, at a seminar held in Miami Beach, Fla., predicted that by 1985 three-fourths of all school districts will be providing public school education for 3- and 4-year-olds. "Judging by the limited literature available and by the present dearth of planning in most school districts, many elementary educators have not yet begun to sense the potential impact of ECE on their schools," Robert H. Anderson of Harvard U. and Harold G. Shane of Indiana U. told the seminar.

The impact of early childhood education on the elementary school needs to be studied now, Anderson and Shane said. They cited six reasons why programs involving early learning "should be examined with respect to their possible influence on elementary schools":

- "Planning is needed now to decrease the lag which will occur between the introduction of programs for 3- to 5-year-olds and the subsequent requisite adjustment of the primary program in view of the modified entry behavior which probably will characterize the 6-year-olds." Schools should anticipate change by planning a smooth or "seamless" transition – "annealing early childhood and primary programs into an unbroken whole which, hopefully, will extend through the middle school years and above."
- "The implications of ECE need to be studied because they inevitably will direct our thinking toward needed innovations in teacher education and in the development of programs for the preparation of paraprofessionals."
- The community must develop an understanding of what lies ahead so that "parents and the general public can begin to be made more aware of new problems, widened opportunities and increased responsibilities in which home and school presumably will share."
- Architectural and school plant projections invariably will be needed as a new liaison develops between ECE and elementary programs.
- "Thought must be given to the development of software."
- Educational leadership needs to be alerted to "the educational terrain that lies ahead."

What do superintendents think of such proposals? The prospect is enough to give the quivers to a superintendent already hard put to run a good K-8 or K-12 program and find enough desks and chairs for the horde of kindergartners and first graders who descend on him each September. It is understandable, perhaps, that when *Nation's Schools* conducted a poll on the subject, 75% of the administrators surveyed by the magazine answered "no" when asked, "Do you think public education should begin at age 4?" Even if they had enough money, teachers and space, 69% said they wouldn't start a formal program for 3- and 4-year-olds. But history, public opinion and the needs of a changing society may overtake them.

ECE: On the Rise

Two major indicators of the growing national involvement in early childhood education are the ever-increasing enrollment rates in preprimary programs and the growth of federal funding for early childhood development.

The number of children enrolled in preprimary programs increased by 1.044 million in the eight-year period 1964-72, according to the National Center for Educational Statistics (NCES). The total preprimary enrollment of children 3 to 5 years old in 1972 was 4.231 million, with 5-year-olds comprising the majority (2.575 million), according to NCES's booklet, *Preprimary Enrollment, October 1972.*

The next highest enrollment rate was for 4-year-olds, with 1.121 million (33.5%) enrolled. Of the 3-year-olds, 535,000 (15.5%) were enrolled. "While the percentage of children enrolled increased for each of these age groups between 1971 and 1972, the actual number of children enrolled increased only among 3-year-olds and 4-year-olds. The number of 5-year-olds enrolled declined by 96,000 between the two years."

Another index to the growing involvement in early child development is monetary commitment of the federal government. According to HEW officials, approximately $1 billion was invested in preschool programs by the federal government in 1972, compared with zero funding in 1960. Although it is too early to tell at this time how much the government's commitment will increase in coming years, OCD officials indicate they anticipate an ever-increasing involvement at the federal level.

Chapter 2

The Case Against (And For) Early Schooling

Three men published a research report in 1972 under the auspices of the Hewitt Research Center which triggered an educational donnybrook of national dimensions.

The three authors were Raymond S. Moore, chief executive officer of the Hewitt Research Center, and professor of education at Andrews U., both located at Berrien Springs, Mich.; his son, Dennis R. Moore, a teacher at Walnut Hills Community School in Cherry Creek, Colo., and a graduate student at the U. of Colorado; and Robert D. Moon, assistant secretary of evaluation, planning and development for the Council for Exceptional Children (CEC).

The basic Hewitt document was titled "Early Education for All?" and was published in the *Congressional Record*. Other versions appeared in *Phi Delta Kappan* and *Harper's*. The *Phi Delta Kappan* article zeroed in on a report by the California Task Force on Early Childhood Education. The task force proposed – along with a beefing up and restructuring of elementary schools generally – to offer public education to 4-year-olds on an optional basis. The task force report, which had been commissioned by State Supt. Wilson C. Riles, led to legislation hailed as a major state breakthrough in early education, although the legislature rejected schooling for 4-year-olds. (See p. 22.)

The Moore/Moon/Moore report opposed the California plan on the following grounds:

> Sending 4-year-olds off to school is bad business. It results in far more harm than good. In fact, children probably shouldn't go to school until they are 7 or 8. Research indicates that late starters generally do better in school than early starters.

The Debate in a Nutshell

Admittedly a bandwagon effect is starting to develop toward early schooling. Parents feel pressured to keep their children out front "in the race to the schoolhouse." At least two states have been advised that this is the way to go. In addition to the California task force report, the New York State Regents recommended in 1972 generalized schooling down to age 3.

Much of the motivation for the advocacy of ECE boils down to two factors: genuine concern for the welfare of children and, of course, money. Some of the people in the early childhood field are plainly interested in jobs and government projects.

The Moore/Moon/Moore report counters the arguments for advocacy of ECE as follows:

Proponents' Argument No. 1: A child develops half his intellectual capacity during his first few years of life, according to Benjamin Bloom's widely quoted 1964 study, *Stability and Change in Human Characteristics*.

Moore/Moon/Moore Response: Could be. But brightness doesn't mean readiness for school. The child's brain shouldn't be stimulated or organized through schooling to enhance his emerging potential. Children's powers of hearing and vision aren't fully formed until about age 8. They have trouble focusing on objects at close range, and that includes books. Moreover, the nerve fibers connecting the various parts of the brain aren't fully developed be-

fore age 7 or 8. Thus, younger children are poorly equipped to learn arithmetic and other abstract skills.

Proponents' Argument No. 2: Early schooling is especially helpful for poor children.

Moore/Moon/Moore Response: Not so. Head Start gains, for instance, don't last. Research is plentiful showing that children who start school early are overtaken by children who start later. Often they even fall behind the late starters.

Proponents' Argument No. 3: School is a better environment for a poor child than the streets, perhaps even better than his home.

Moore/Moon/Moore Response: Not so, or at least not necessarily so. Children need mothering. Except in serious cases of neglect, a young child separated from his mother to be put in school is "vulnerable to mental and emotional problems that will affect his learning, motivation and behavior." Generally speaking, teachers don't make good surrogate mothers, and children do better in bad homes than in good institutions.

"A wealth of research," said the two Moores in their *Harper's* article, "has established that one of a child's primary needs in these formative years is for an environment free of tasks that will tax his brain, and an equally important need is for a setting that provides warmth, continuity and security. That normal school experience does not successfully meet these needs has been established by three different kinds of studies: those that compare early and late school entrants, those that explore important but little understood changes in the young child's brain, and those that compare the effectiveness of parents and teachers in the development of young children. All three lines of investigation point to a common conclusion: early schooling, far from being the garden of delights its advocates claim, may actually be a damaging experience."

The research trio emphasized the cost factor in early schooling. It was particularly critical of the California report for calculating a per-child cost of $500 to $600 when, it said, New York State was estimating $1,800 per child for "adequate day care" and "much more if the program reaches a desirable standard."

If not early schooling, what? Moore/Moon/Moore's answer: Home-centered education, such as OCD's Project Home Start, to "redirect the focus of early childhood education from the school to the home." Home visitors help the mother use community resources to locate better housing, legal counsel or better health care. They even teach her how to use the library. The idea is to help her improve her dealings with her children. Home Start, said Raymond Moore at the Atlanta conference of the National Assn. for the Education of Young Children in late 1972, is helpful because it meets cultural and other environmental needs.

A Possible Answer: Home-School Cooperation

The two Moores also cited a "Mother-Child Home Program" in which teachers visit homes at regular intervals. They work with parents to assess the child's development and suggest appropriate ways of nurturing his growth without taxing him. "Essentially these visitors function less as traditional teachers and more as consultants or resource personnel, providing ideas and directions for the parents to use as they choose," said the Moores. They quoted Earl Schaefer, professor of maternal and child health at the U. of North Carolina and former chief of early child care research at the National Institute of Mental Health, as calling home-centered programs "the current most likely solution" to the child-development dilemma.

"The home-school concept," said the Moores, "can be adapted to meet the growing national concern for children of working mothers. Neigh-

borhood home centers could be established where the mothers (or other adults) providing care would be selected for their warmth, continuity and dedication to the welfare of children. Where parents cannot afford the entire cost of these centers, the difference could be subsidized by the states. Traveling teachers or 'toy demonstrators' on state or local payrolls could monitor these home 'schools' to see that each was providing adequate care and equipment, and to coordinate them with existing social-service programs."

What's more, said the Moores, "home schools" would cost vastly less than the kind of public preschooling advocated for California.

Moore/Moon/Moore also urged a massive parent education program. It would be aimed first at "those who are in greatest need." But its ultimate objective should be the education of all parents, by all available media, "concerning the developmental needs of their children."

Through all this, the two Moores and Moon emphasized that they weren't against early education. "Early schooling is one thing; early childhood education is quite another," Raymond Moore said at the ECS meeting. "Obviously every child is going to have early childhood education. Our question is: Should every child go to a preschool?"

They emphasized, too, that handicapped children needing special education were probably exceptions to their rule. Such children might well need structured early schooling. But even here, "research indicates that programs should be kept as close to the home as practicable."

Early childhood educators and critics immediately chose up sides over the Hewitt report. All over the country, wherever early childhood specialists gathered, Moore/Moon/Moore became a call to battle. Raymond Moore himself said at one of the conferences that he felt a little like "Al Capone at a police convention."

There were angry outcries, particularly from California. Supt. Riles, in a commentary published in *Phi Delta Kappan* along with the research trio's report, emphasized that the "key issue" in the California proposal was not putting 4-year-olds in school. "Rather," he said, "it is establishing an improved, more effective program for all primary children. . . . The primary school as visualized by the task force is characterized above all by an educational environment which is responsive to the individual differences of all children, slow or fast, disadvantaged or not, of whatever race and color."

The California task force issued a detailed critique of the Hewitt study which said, among other things, the Moore/Moon/Moore team had:

- **Misread the California report**, which recommended "optional" schooling for 4-year-olds; talked about strengthening families through parent education and involvement; and emphasized helping the handicapped.
- **Misinterpreted the task force report**. "The whole focus of the task force report is on a truly appropriate, individualized experience. How could this be 'academic pressure' to force 'imposition of skills at early ages?' " (as Moore/Moon/Moore alleged).
- **Misled the reader** by omitting some significant words and phrases.
- **Selected irrelevant research**, such as material about maternal deprivation. The task force said the trio's report relied on a 1951 World Health Organization study by John Bowlby purporting to show early childhood problems commonly result from "too little mothering" or "mothering coming from a succession of different people." Said the California task force: "(Bowlby's) work was done on children in institutions, who had no homes. How could this relate to a child's educational opportunity that his parents might want him to have?" (In a separate rebuttal, H. Glenn Davis, manager of early childhood education for the California State Dept. of Education, made the additional point that Bowlby was studying children rendered homeless by the London blitz. "No relevance exists, obviously," Davis said.)
- **Purported the trio's report was research by qualified people**. "A study of the background of the principal researcher (i.e., Raymond Moore) yields no evidence of experience with early childhood education from which to generalize," said the task force.
- **Advocated state intervention in the home**. "The authors suggest that this would be better than home and school cooperation in a real partnership."

In addition to the task force critique, Riles turned to a number of letters and telegrams

supportive of the task force recommendations. Many of them attacked the Hewitt report.

E. Robert LaCrosse, president of Pacific Oaks College at Pasadena and a clinical psychologist, wrote: "They (Moore/Moon/Moore) talk about early *schooling*, with a strong implication of force-teaching the 3 R's. You (Riles) are talking about early education, which stresses the development of basic skills necessary before one attempts the 3 R's, plus a curriculum paced to the needs and rhythm of the young pupil. Anyone who talks of early education as 'schooling' knows little about the current state of the field."

The research team also got its lumps from Capitol Hill. Rep. John Brademas, D-Ind., chairman of the House Select Education Committee and a strong champion of the early childhood bill vetoed by Pres. Nixon in late 1971, questioned the accuracy of the Hewitt report: "The Hewitt Research Center has involved leading educators, legislators, scholars and researchers at local, state and national levels from coast to coast in a review of early childhood research. We must ask if we are being subjected to Chamber of Commerce-style rhetoric boosting the home-town product or a scholarly effort to increase our knowledge about an important problem. For, although strongly identified with child development legislation over the last two and one-half years, neither I nor any member of my subcommittee staff was consulted by the Hewitt Center; nor, I find on inquiry, was the principal Senate sponsor of the Child Development Bill, Sen. [Walter F.] Mondale."

The Middle Ground: A Rational View

Like so many arguments, this one had a middle ground, occupied by authorities who contend there is something to be said on both sides of the issue. Professor David Elkind of the U. of Rochester is one of them: "A lot of parents are being sold a bill of goods, but the Moores go to an extreme. If learning is geared to the pace of a child's development, it can be beneficial." Psychologist Earl Schaefer adds: "Until a child has developed language skills, interest and an ability to look, listen and absorb, he should not have a structured environment forced on him."

Perhaps the most articulate exponent of the

ECE and the Hawthorne Effect

Most educators believe that early results from many current child development projects involving parents from low-income families have been impressive. A major question for educators and taxpayers is: Will they last? At the moment, no one seems to know for certain. An extensive report published in April 1972 by the Social Research Group of George Washington U. for the Interagency Panel on Early Childhood Research and Development concluded:

- Intensive programs designed to train parents as tutors of their children in their homes (with or without a preschool component for their children) have been effective in producing immediate gains in intellectual, conceptual or language development or academic achievement.

- With less consistency, parents in less intense components of ongoing preschool programs have also shown immediate gains using a variety of techniques: discussion groups, behavior modification techniques, training in a structured language curriculum, as well as more general components to increase parent activities in programs for their children.

- Almost all studies have been short-term, some lasting only 8 to 10 weeks. A few follow-up studies have shown encouraging beneficial results, although there are almost no data from completed studies to indicate the durability of immediate gains.

middle-of-the-road position is Edward Zigler. He referred to the country's thinking about small children as "pendulum-like." First the pendulum swung to a "nonsensical position about heredity and maturation," he said. Then it swung back to a "naive and over-optimistic environmentalism – a point of view that emphasized the tremendous plasticity of the very young child."

"The twig-is-bent theory has great seductiveness," Zigler said. "It got its impetus from one statement – that 'half the learning of a child is over by the age of 4.' What public official responsible for social programs for children, once knowing this, wouldn't be motivated to do something in those four years before it's too late?"

As a matter of fact, Zigler said, children tend to grow very fast physically and cognitively in the first four years and then level off, and one more year of school "at the bottom" doesn't make that much difference. He said he was not against preschool education, and the Moore/Moon/Moore view that it was harmful to children struck Zigler as being "about as nonsensical as the view that it will make America a heaven on earth."

Possible Gains from Early Education

"I think that if you start universal preschool education, there will be some gains," Zigler said. "They'll not be gains of the sort that the taxpayers will expect." Instead, he said, the gains would be:

- Mothers will get some respite from the tough task of mothering, and this may very well make the quality of their mothering better during the time they spend with their children.

- Children will get something of a head start in the social interacting skills, but this head start will vanish by the time the child is in the third grade.

- The quality of the life of the children in this country will be better if the preschool programs are good. The child who is in nursery school tends to be happy. He has interesting experiences. His life is enriched. And that's not a small matter.

"I think the attitude toward preschool, especially among the middle class, can be very much like the attitude we have toward giving our children music lessons. It makes the lives of our children fuller and more interesting, but it won't necessarily have very much to do with their playing in Carnegie Hall."

The argument occasioned by the Hewitt report is likely to rumble on for a long time. But this shouldn't be taken to mean the early childhood movement will stand still while the issue is debated. Countless educators, sociologists, psychologists, psychiatrists and lawmakers have said as much when they've come together to talk about early childhood. Many have made it quite clear that they consider ECE an idea whose time has come. But their enthusiasm most likely will be tempered by two factors: (1) cost, (2) the recommendations to policy makers by current research studies. (For more on the recommendations, see Chapter 8.)

What Type of Intervention Is Most Effective?

About 4.5 million children under age 6 come from families that need help if normal family life is to be sustained, says Urie Bronfenbrenner. Most of the children come from families at or near the poverty line. Consequently, "life is such that the family cannot perform its child-rearing functions even though it may wish to do so," says the Cornell professor. Under these conditions, he adds, no direct form of intervention aimed at enhancing the child's development or his parents' child-rearing skills is likely to have much impact.

What can be done? Bronfenbrenner suggests "ecological intervention." That's a big order for it means that the most deprived children of the country can best be helped if their families are provided adequate health care, nutrition, housing and employment.

Chapter 3

What States Are Doing

If early childhood education is to take hold to the degree advocated by its strong proponents, where are the money and the push to come from?

Until a short time ago, anybody would have answered: "The federal government." But then came the Nixon clampdown on federal spending for social and educational programs. Federal funds have by no means dried up. There's still quite a bit of government money going into day care and early education, especially for the poor. But it appears clear now that the big impetus in early childhood development in the years immediately ahead must come from the states.

For some people this will come as a surprise. Keynoting the ECS early childhood conference, Robert E. McNair, former governor of South Carolina, reflected the skepticism felt in some quarters concerning the potential for action at the state level. "When the Congress was considering the comprehensive child care legislation which the President later vetoed," McNair said, "Governor Rampton (of Utah) and I testified that the federal government could not possibly administer programs directly from Washington to local communities without such overlapping and waste that hundreds of thousands of young children would suffer. The response of several of the more vocal members of the House select subcommittee on education was: 'But what have the states done in the early childhood field? Do you come to us with clean hands?' Misplaced as I thought their emphasis was, it was difficult to answer – then."

Sally V. Allen, director of ECS' early childhood project, also reflected the popular skepticism concerning the states' role. "There is distrust of the states, and it is understandable," she said in an article in *Inequality in Education*, published by the Harvard U. Center for Law and Education. "Red tape, insensitivity to local demands and inefficiency exist."

Now the picture is changing, agree McNair and Mrs. Allen. "Reapportionment is bringing a new breed of younger, brighter, more aware individuals representing urban and suburban areas into the state legislatures," said Mrs. Allen. "Governors are more progressive and concerned about national issues than they have ever been. State commissioners of education are more innovative, more committed to the concept of accountability than their predecessors; many are convinced that the early childhood years should be given priority. . . ."

As of mid-1973, 14 states had established child development offices: Arkansas, Florida, Hawaii, Idaho, Louisiana, Massachusetts, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Vermont, Washington and West Virginia. Some were established by legislation, some by executive order and some by informal gubernatorial action.

Four more states – Alaska, California, Georgia and Utah – had acted to place centralized authority for child development activities in their state education departments.

A Commitment to ECE at the State Level

"A new sophistication in thinking about early childhood services is evident in the states," McNair said. "We are no longer talking about just kindergarten – or teaching 4-year-olds to read (a questionable objective, to say the least). We are concerned with the total human development of youngsters before they enter the formally established school system – and with the influence of their families in the process of development."

Mrs. Allen reported a "ground swell" of interest and commitment to child development in governors' offices, in legislatures and in state agencies. Many states have had kindergarten programs and other services to young children for some time, she said. "What is new is the determination to assess statewide needs, to allocate funds where the needs are greatest and to provide – through the develop-

ment of new services and particularly through more efficient planning, coordination and delivery of existing programs – comprehensive services for young children and their families."

What, then, are the states doing? Following are some examples:

California

An attempt by California to become the front-runner among the states in providing comprehensive early childhood education has both scored a victory and met rebuffs. Although less bold than its designers intended, the restructuring of educational programs for California students in grades K-3 will attempt to take a giant step toward making the first eight years of a child's life the most important.

The program will not allow the inclusion of four-year-olds in preschool programs although such provision was proposed by Supt. Wilson C. Riles. It was also recommended by a 25-member task force called together by Riles to suggest the route for early childhood education in the state. "Our original intention was that the act (California Senate Bill 1302) provide additional *optional* services for four-year-olds in an atmosphere similar to a preschool environment, where it was determined that the community needed them," Riles said. The question of optional schooling for four-year-olds was deferred until 1975 when the legislature failed to pass that part of the legislative proposal.

The new law means important changes, however, for K-3 programs. It calls for individualized instruction; continuous progress, enabling each child to move at his own speed; parent involvement in planning and evaluation as well as in the actual learning experiences of children; a 10:1 pupil-adult ratio (using aides, including parents, grandparents and older students); and differentiated staffing. All the changes are directed toward one goal: "To gradually reform the early primary levels so that each child receives an education designed to meet his individual needs, interests and abilities. By the completion of third grade, every child will have mastered the basic reading, math and language skills necessary to succeed in later life."

Accountability has been built into the program. Each district in the state that wanted to participate had to develop a master plan meeting the broad requirements of the state board of education. Upon approval, the district was to receive about 12% of its potential total grant the first year. "District blueprints must all demonstrate an educational approach flexible enough to respond to each individual child's needs, talents, interests and capabilities," Riles said. The local district is expected to plan various ways to organize classes, such as nongraded classrooms and multi-age groupings, and to provide for a wide range of teaching materials, staff training activities, and health and counseling services needed to remove barriers to learning.

If the district makes satisfactory progress, it will get an additional 8% of its grant the second year. Plans call for the district to reach the 100% level in the sixth year of operation. The ultimate cost statewide is estimated at $219 million annually. (Inclusion of four-year-olds in the program would have cost the state another $134 million annually.)

For the first year of operation, the legislature cut the appropriation to $25 million ($51 million had been requested). Second-year funding will go up to $40 million, but that amount represents only one-third of the $121 million requested. Funding is not guaranteed after the second year. "Although funding was originally intended to be on a five-year, phase-in basis, the amended bill requires a new appropriation bill after the second year," Riles said.

By gradually phasing the program into districts, Riles believes they will be able "to pull out the personnel who can work in this mode. Not all teachers can work with parents and volunteers," he added. The same goes for principals, according to H. Glenn Davis, program manager for ECE in the state. "The person who makes or breaks the whole process is the building principal," Davis said. "There are many good ones in California, but there are also those trained to keep the lid on. This whole process is designed to take the lid off and let the problems that have been submerged come to the surface so they can be dealt with.

"The other thing we had to deal with was the concept of broad community participation. Again the principal is the key person because in the environment within which all the discussions and determinations are to be made, he has to be the one who can handle that kind of group dynamics work," Davis added.

Who Will Be Included?

The act specifically provides that the state "shall give highest priority to those districts which have the largest number of pupils determined to

Try Catching a Tiger by the Tail

The major problem in any state as it tries to organize its forces for comprehensive child development is just that: its organization, according to Tom Neal, assistant director of the ECS Early Childhood Project. Writing in the July/August 1973 issue of *Compact*, Neal says "the decision makers are becoming increasingly aware that they must bring order out of chaos that is typical in most states."

State services contributing to early childhood development are not lacking, according to Neal. They're multifarious, but fragmented. Services are duplicated by layered agencies and coordination is scanty. Consequently, fewer services are reaching the children and families for whom they are designed. Among the many agencies which can be and often are responsible for services to children within a state are the state department of health, mental health, social services, welfare and education, labor and employment, agriculture, office of economic opportunity, the governor's office, a planning office and the department of administration.

Much of the confusion, Neal says, can be traced directly to the federal government. "Accompanying federal grants are conditions and regulations that tend to destroy state control." But the federal government probably can escape blame too, as it tries to place programs in existing state agencies set up to handle specific areas.

The final solution, as Neal sees it, is complete revamping and reorganization of the executive branch of state government. Many states have already undertaken such efforts with the frequent result of consolidation of human services agencies into a single department. The need still exists, however, for an administrative mechanism to plan and coordinate services for children. This can only be accomplished from the top, that is, with a directive by the state legislature, the governor or both, Neal says.

In the meantime, child development administrators from 12 states established their own professional organization in August 1973. Joining in the newly formed National Assn. of State Directors of Child Development were child development administrators from Arkansas, California, Florida, Idaho, Massachusetts, North Carolina, South Carolina, Tennessee, Texas, Utah, Washington and West Virginia.

The purpose of the new organization is to exchange information and to promote child development programs and related services in all states and to strengthen the voice of the states in setting national policies in child development areas, according to the association's president, John Himelrick, director of the West Virginia Interagency Council for Child Development Services.

have educational need and those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort." Schools serving middle-class children are included in the program. One superintendent, W. W. Snodgrass of the Richmond Unified Schools, noted: "This is the first time those schools in the middle – neither poor enough to qualify for federal funding, nor rich enough to provide higher quality programs for themselves through parental support – are eligible for special funding." In his district, one of the first in the state to have its program approved for funding, 1,138 pupils in six schools will be involved in 1973-74. An additional 892 pupils will be phased into the program in 1974-75. In Los Angeles, 50 elementary schools enrolling 21,500 students in grades K-3 will participate in the program.

Each school must meet the requirements of the legislation, including:

- **Local development.** The program must be developed at the local level to meet the assessed needs of particular communities. The design of the program is the responsibility of the principal and his staff, working with parents and other interested members of the community.
- **Parent participation.** Parents must be involved in all stages of planning, approval and implementation of the program at the local level. Parents and other adults will participate in classroom activities to help achieve the 10:1 pupil/adult ratio.
- **Individualized instruction.** As the key objective of the ECE program, individualized instruction "will require a new look not only at the teacher's role, but at time, space, materials and well trained people. It will also dictate the physical rearrangement of classroom space to include learning centers."
- **Diagnosis of a child's needs.** In an attempt to consider the whole child, the act requires that schools diagnose the child's needs in the areas of: what he should be learning at a given stage in his education, what his parents want him to achieve, and his physical condition and nutritional needs.

Florida

Early childhood development *and* family development are the two key and interlocking directions for the future of ECE in the state of Florida. The directions were clearly indicated by the passage of the Early Childhood and Family Development Act of 1972.

The main effects of the act will be realized initially in better coordination of the delivery of services to children by existing state agencies. This was made possible by the establishment of an Office of Early Childhood Development in the governor's office. Milton Akers, executive director of the National Assn. for the Education of Young Children, was named first director of the office. His first directive from Gov. Milton Askew was to submit a long-range plan for more effective delivery of services to Florida's children and families, in line with the mandates of the 1972 legislation.

Specific recommendations of Akers' proposal, submitted to the governor in July 1973, included:

- **Delivery of services through coordination and collaborative efforts.** The governor will establish a coordinating council on early childhood development comprised of representatives of each agency involved in the delivery of services to young children and representatives of professional or volunteer organizations concerned with the total well-being of young children and their families. The director of the Office of Early Childhood Development will serve as chairman of the council. The establishment of similar coordinating councils at the county level will be encouraged.
- **Preparation for parenthood.** A seminar-type course with full credit will be available for every seventh-, eighth- or ninth-grade boy and girl designed to prepare them for their ultimate role as parents. Direct experience with young children is essential and will serve to complement and enhance theoretical studies.
- **Improving parenting skills.** Community or neighborhood-based programs will be made available, designed to make parents, expectant parents and parent substitutes more sensitive to and respectful of their significance as teachers and equip them with understandings and skills which will lead to more productive interaction with their own children.
- **Quality child care services.** Quality child care services will be available to *all* who wish or need them. Charges for such services will be on a sliding scale, based on ability to pay.

- **Early identification of children with special problems.** An assessment system will be developed to identify "high risk" children or those with special problems. A systematized program will provide for periodic evaluation and remedial efforts at the earliest feasible opportunity. Particular attention will be given to helping parents of handicapped children.
- **Shared training programs.** Continuous community-based training programs will be open to *all* personnel engaged in work with young children, regardless of the nature or sponsorship of the program.
- **Training programs for elementary principals.** Training programs in early childhood development will be provided for elementary principals including sustained supportive supervision.
- **Instructional aides in primary grades.** A full time instructional aide will be provided in each kindergarten, first-, second- and third-grade classroom.
- **Comprehensive services for children and families of agricultural and seasonal farm workers.** Comprehensive services will be provided for the migrant child. Special efforts must be directed toward increased stability of such families.
- **More effective home-school relationships.** Concentrated, systematic efforts will be devoted to creating a genuine home-school "partnership" (or preschool program), in which both work together productively to better serve the child. Specific attention will be given to providing a smoother transition as the young child moves from preschool programs, through the kindergarten into the primary grades.
- **Evaluation and research.** A continuous system of formal and informal evaluation by both professional staff and consumers will be developed. A program of longitudinal research will be devised incorporating all components of the program.

How Much Would a 'Total' Program Cost?

Putting a price tag on a statewide coordinated ECE program can be a frustrating task, if not impossible. Milton Akers phrased it this way in his report to the governor: "Although Florida is currently investing substantial funds in some of the services described, accounting procedures do not enable a breakdown as to the amount being expended for services to the specific age group covered. . . . Second, the actual extent of need for child care and additional medical and health services is unknown. . . . Some of the projects proposed will require no funding, except perhaps the study and dissemination of recommendations from special task forces. . . . The creation of a home-school partnership is something that money cannot accomplish. Rather, the desired level of cooperation can be reached only through sincere concern and commitment and the time and energy of all persons involved."

The factors cited by Akers as increased expenditures included:

- The assignment of aides to the K-3 classes.
- Training in early childhood education for the 2,641 elementary principals in the state. (Akers recommended a full-year, intensive program for principals, and the assignment of a full-time specialist in early childhood development to work with the principals in their schools in the development of inservice training and in the implementation of specific projects. The price for the principal-retraining program: $1.6 million, based on estimated costs of $100,000 per 150 persons, half of which would be borne by the state.)
- Additional materials, either purchased or locally developed. New materials would be needed for the parenting programs; forms would have to be devised for the needs assessment; and records developed for early detection of children with special problems.
- The awarding of "scholarships" for child care services for those families needing financial help in placing their children in quality child-care centers.
- Adequate medical and dental care to all children needing such service, with the state providing "supplements" to families.

Massachusetts

An Office for Children was created by the legislature in July 1972. It almost didn't happen, however. "The legislative process is not a rational

one," said David S. Liederman, director of the agency, "and if you start with the assumption that it is, you're in trouble." He explained:

The bill to create the new agency was submitted by Gov. Francis Sargent. Liederman, a social worker, was himself a member of the legislature. "Most of us who are cynics looked at the bill and said, 'Oh, another bureaucratic thing. Doesn't stand a chance.' " But lobbyists for day care and children's causes generally stayed with it. So did the governor's staff. It cleared the House Committee on Social Welfare and went to the committee on ways and means.

"That wasn't a good year for money," recounted Liederman. "But when, all of a sudden, the legislative leadership, which was heavily Democratic, looked around to see what the legislature had accomplished, there wasn't anything of significance. Nothing they could point to. Well, what's hanging around in ways and means but a bill to create an Office for Children. Now who can be against kids? What better vehicle to pull out of ways and means than this bill, although nobody knew what was in it except the people who put it together and a couple of the members of the committee on social welfare."

So, in the closing days of the session, the bill passed the House and Senate and was signed by Gov. Sargent. The session ended. Liederman set about campaigning for reelection. "About a week after I had won the primary fight in my district, I got a call from the governor asking me if I wanted to run this office. And I'm a Democrat and he's a Republican! I took a close, hard look at the new law and was convinced that it offered a great opportunity to begin to do some of the things I was interested in as a social worker."

The essential functions of the office are to:

- Determine the extent and need of children's services and make recommendations to the governor.
- Coordinate, review and make recommendations on the budgets of state agencies providing children's services.
- Provide information and referral to persons seeking children's services.
- Establish regulations for and license day care programs, foster care homes, group care facilities and placement agencies.
- Promote the development of day care services throughout the state.
- Submit an annual report, including recommendations for development of children's services and goals for the office for the next five years and a review of the extent to which such recommendations and goals for preceding years have been accomplished.
- Establish local councils for children, with at least one-third of the members being consumers. These councils are to determine the need for children's services, to provide information and referral and to monitor services and make recommendations to the office regarding approval of proposals for state or federal funding in the local area.
- Establish a state advisory council to assist the office in its planning and coordination of children's services.

The provision in the law for local councils for children was described by Liederman as "the most critical thing it does. . . . We're going to set up 39 such councils, we hope, and really build a consumer mechanism – a parent mechanism – a citizen mechanism for kids. You have to have money. There's only one pot of money, and you're not going to get access to that money unless you've got a vocal group out there that demands that kids get their fair shake. Not just handicapped kids or foster kids but kids generally. And particularly with revenue sharing coming now. . . . Our existence – our ability to get the programs to the people who need them – completely depends on the amount of available resources. If you don't have that, forget it."

Texas

The Texas Office of Early Childhood Development (OECD) grew out of a governor's task force established in 1969 to look into the needs of young children. The task force recommended creation of a statewide mechanism for coordinated planning of early childhood programs. OECD was established in 1971 and was initially in the governor's office as part of the division of state-local relations. Later it was given legislative sanction and placed in the state department of community affairs.

OECD's activities during the early 1970s included:

- A county-by-county profile of the number of children under age six in Texas plus a survey

of state services available to them. (The information was put together in a report titled *Early Childhood Development in Texas: 1972.)*

- Sponsorship of a symposium on services to migrant children.
- Preparation of a state plan for comprehensive early childhood development.
- Setting up of a statewide teacher referral system in the field of early childhood education and the funding of three pilot projects to train 100 child development associates. OECD acts as a clearinghouse for employers seeking teaching personnel and for teachers seeking employment.
- Sponsorship of an early childhood education conference in cooperation with the Texas Education Agency.
- Providing technical assistance and training for child care programs in eight Model Cities projects.
- Organizing a number of early childhood programs to serve as models that could be replicated and adapted throughout Texas. Rural areas were to be given first priority, then small urban areas. The first one was established at Corpus Christi in February 1972.
- Launching a program of public education. Highlights included a series of newspaper articles on various aspects of early childhood development (e.g., day care standards, the retarded child, and the art of parenting); compilation of bibliographies on child rearing; preparation of lists of day care centers, nursery schools, kindergartens and other preschool facilities; a joint project with the Texas State Library for model early childhood enrichment programs; and a series of information fliers with suggestions for parents about their babies. Planned projects included radio and TV announcements about early childhood development and parent education classes in high schools and colleges.

In July 1972, the legislature appropriated $1.7 million to OECD.

Utah

Gov. Calvin L. Rampton, who is also chairman of the ECS Early Childhood Task Force, is convinced that "child development services should be closely tied to and should influence elementary education."

He also sees the need for coordination among all the separate state agencies that administer or operate child development services.

In his own state, Rampton and State Supt. of Public Instruction Walter D. Talbot have jointly initiated an office of early childhood development to be located in the state board of education. How will this affect what the office does?

"Even though leadership is vested with the state board, education will be only one facet of the total. Other agencies will provide other services as they do now – division of family services, division of health, division of mental health and others – each delivering the service it can best deliver. The heads of these agencies will probably serve on a policy-coordinating-steering committee to recommend policy to the state board of education."

The state board of education has adopted a position paper on early childhood education which "reflects the philosophy that decisions concerning young children must be made jointly by parents and educators," Higgins said. "Furthermore, the primary objective of programs will be to strengthen the family and to increase the effectiveness of parents as parents."

West Virginia

In this Appalachian border state, poverty is endemic. Its impact is felt heavily by the public schools. "Large numbers of children whose genetic potential is wholly adequate are found, upon their entrance to school at the age of 6 or 7, to be functioning in the range of borderline mental retardation or below," according to a report of the state's interagency council for child development services. "This is generally attributed to the lack of emotional security, intellectual stimulation and general cultural deprivation. The same children, in shockingly large numbers, are nearly edentulous (toothless) by this age through the ravages of inadequate diet, poor dental hygiene, lack of proper medical attention and gross neglect."

And so West Virginia is moving resolutely into early childhood development, under the leadership and prodding of a committed governor, Arch A. Moore Jr.

The process began in 1969 with the mapping of plans for seven regional early childhood education demonstration centers. Two were funded by the federal government through the Appalachian Regional Commission, the remainder by the state legislature. The centers' programs had four components: a planning and evaluation component, a learning units component ("the children themselves"), a staff development and training component, and an auxiliary services component.

"These components," says John B. Himelrick Sr., director of the state's interagency council for child development services, "spoke directly to the needs of a state with no specific planning being done in early education, no existing public-supported early education programs to serve as models, a serious lack of certified early education teachers and limited experience in interagency coordination and cooperation in the delivery of services to children. The resultant demonstration programs, some center-based and some home-based, were for the most part of excellent quality and served well as models for later efforts."

The 1971 legislature mandated programs for 5-year-olds by the 1973-74 school year. The legislature also voted to permit programs for children below age 5. Over the course of two years the lawmakers appropriated $10.5 million to get the programs going.

In the fall of 1971 the interagency council was created by executive order of Gov. Moore. It is composed of the heads of the state agencies having responsibility for delivery of services to children under 5 and their parents. The council coordinates those services. The governor serves as chairman.

A comprehensive state plan for child development services was written and submitted to the Appalachian Regional Commission for funding, and funds were made available to start a program. The program has been put into operation on a regional basis. During 1972, the first year of operation, much of the program was focused on a seven-county region in central West Virginia that was totally lacking in child development services. A comprehensive program was developed to meet the health, social service, mental health and educational needs of children under age 5 in that region.

Himelrick reported that, although the interagency council was functioning under executive order, plans were under way to seek statutory authority. This, he said, would enable the council to "stand on the same basis as the state board of education for K-12 and the board of regents for higher education. Thus," he said, "it won't be subject to the whims of politics – a governor, for example, not believing in it as the governor does now."

Cooperative ECE: The Coming Thing?

The Appalachian Region may prove to the rest of the country that the way to meet the needs of preschool youngsters is through state cooperation and regional implementation. That's one of the initial thrusts of the Consortium of State Departments of Education in the Appalachian Region, set up in May 1973 by the Appalachian Educational Laboratory (AEL) with funds provided by the National Institute of Education.

AEL's approach to early childhood education – previously known as HOPE (Home-Oriented Preschool Education) – and now renamed Marketable Preschool Education (MPEP) – is built around three components: daily half-hour TV lessons, weekly home visits by paraprofessionals who meet with each child and his parents, and weekly group sessions that may be conducted in mobile classrooms.

September 1974 has been set as the target date for initiating the ECE approach consortium-wide. By that time, AEL hopes to completely redo "in a professional manner" its half-hour TV programs. Over the past five years, it has been using 400 tapes produced at a cost of less than $1,000 each. Already completed are two pilot tapes in the new "Round the Bend" series, along with supplementary materials for the parent, the home visitor, the group session teacher and the child.

Who will be served? As pointed out by Rob Roy Walters, AEL director of information, this approach to ECE can reach 3- and 4-year-olds as well as 5-year-olds in areas without formally established kindergartens.

Chapter 4

What Schools and Communities Are Doing

- Galveston, Tex., used a foundation grant to "leverage" a much larger sum out of the federal and state governments and set up a learning center for young and disadvantaged children.
- Murfreesboro, Tenn., sent a "traveling schoolroom" to 3- and 4-year-olds.
- The Cuyahoga Heights (Ohio) Public Schools operated an early childhood education program for the "forgotten" children of the middle class.
- Brookline, Mass., set up a unique public-school-based pilot program to provide comprehensive educational and health services to children all the way down to infancy.

These examples suggest the infinite variety of approaches to early education as America enlarges its commitment to the idea that getting a child ready for school may be more important than school itself. All have one thing in common, however. They all address themselves to what Kay Curley-Chief, member of the national advisory council on Title III of the Elementary and Secondary Education Act (ESEA), called "the incredibly productive years from birth to five or six." Those are the years, she said, "when all children do learn, and do so with an intensity, effectiveness and retention which they may never again experience.

"What is learned in those years, in attitudes, perception of the world and concept of self, may be so well learned that no later education can change it," Miss Curley-Chief said.

Following, then, is a representative cross section of early education programs around the country:

'Leveraging' at Galveston

The Early Childhood Learning Center of Galveston School District got its start because of a turndown by the Moody Foundation. The district had asked for a $3.5 million grant to build an athletic complex. The foundation said no, but asked the district why it would not consider something like an early childhood learning center, to meet community educational needs in an area in which public moneys could not be obtained.

The district agreed and Moody gave it $225,000, with which it pried loose $775,000 in state and federal money. Already, the center "has become one of the most creative collections of resources for child care under one roof in this country today," said a regional HEW official.

Housed in what was once a parochial high school operated by the Houston-Galveston Catholic Diocese, the center serves some 300 children, predominantly Mexican-American. There are three major departments in the center: a bilingual program for children disadvantaged by language, a day care program for children from poor families and a special education department for physically or mentally handicapped youngsters.

The center is open from 7 a.m. to 6 p.m. and provides two meals and snacks. The curriculum focuses on planned learning experiences, with special emphasis on development of sensory-perceptual skills in the auditory, visual and motor areas. The children have access to the kinds of toys and manipulative devices other youngsters often take for granted.

The center cooperates closely with other agencies in Galveston. A few blocks away, for instance, stands the U. of Texas Medical Branch (UTMB), and the center and its children enjoy the services of specialists in training there. When UTMB's new Center for Audiology and Speech opened, children at the Early Childhood Learning Center were its first clients. A UTMB Children and Youth Project affords the center diagnostic and treatment facilities. Its department of obstetrics and gynecology does nutritional evaluation of the children and their families, and its nutritionists teach mothers what to buy and cook.

The center uses its parent education component to create a more favorable home environment for the children. In those homes where poverty is a dominant factor, the center is concentrating on helping the parents as well as the children. If parents do not have marketable skills and are interested in upgrading their earning abilities, the center will buy books and pay tuition fees for them.

The center also serves as an inservice training site for high school students enrolled in a vocational program to become teachers' aides.

Is this broad-gauged approach to prevention rather than remediation getting results? Galveston school officials emphatically answer "yes." They point out that without this kind of early education the children could be expected to develop a pattern of failure as early as kindergarten and invariably drop out of school later. Instead, said one administrator, "after just one year, these children are well above the norm in kindergarten or first grade."

Even more than that, the center's alumni are presenting teachers with problems at the other end of the spectrum. "Our kids," said Galveston Supt. Eli Douglas, "are so far ahead of their peers that the kindergarten teachers are having to separate them and give them advanced material."

(For more information, contact Mrs. Ernestine Hernandez, Director, Early Childhood Learning Center, Galveston Independent School District, Galveston, Tex. 77550.)

Murfreesboro's 'Traveling Schoolroom'

With funds from Title III, ESEA, the Murfreesboro (Tenn.) City Schools converted a school bus into a "traveling schoolroom" for some 350 children ages 3 and 4. The bus has been paneled, carpeted and equipped with storage cabinets, heating and air conditioning. Its staff comprises two teachers, both qualified in early childhood education or certified as a primary teacher, and a driver.

The bus goes to selected target areas two or three times a week. It spends two hours in each area, during which the teachers alternately work with the children in the bus and talk with parents in their homes. The children play games, hear stories and engage in a variety of activities designed to foster the development of language, auditory and visual perception, concept formation, healthy self-images and good work habits. Parents are helped to become aware of the developmental needs of young children and are given suggestions on ways to encourage the children's progress.

A report on the program appearing in a 1972 report by the Title III advisory council says the children have made significant gains and at a cost ($312 per pupil) that is substantially lower than that of many other preschool programs.

(For more information, contact the Murfreesboro Public Schools, Murfreesboro, Tenn. 37130.)

The 'Forgotten' Children Of Cuyahoga Heights

"Throughout the country there are university nursery schools and Head Start programs for the underprivileged, but are there sufficient programs for the majority of children of middle-class families?" This was the provocative opener of a report in a recent issue of PEN, the Preschool Education Newsletter, concerning "the efforts of one public school system to provide an educationally sound program for these 'forgotten' youngsters."

The Cuyahoga Heights Schools, located in Cleveland, Ohio, conduct a free early childhood program for all 4-year-old children in the district. David A. Lehtoma, principal of the school, and Lois Powers, a preschool teacher, describe the approach as "eclectic." "The program represents an existential view that the *now* in a child's life has value beyond preparatory experiences on which to base *future* learning. Thus, activities in art, music, physical education, field trips and story hour have high priority, employing specialists in these areas as well as the classroom teachers. Likewise, readiness activities in language development, pre-reading skills and math are equally stressed."

The program emphasizes specific skills to prepare the children to handle the academic curriculum of the elementary school. These skills fall into the broad categories of attention, visual and auditory perception, and basic verbal and nonverbal concepts.

Reciprocal learning is also emphasized. "The teachers observe and flexibly adjust the educational programs as a direct result of diagnosing and understanding each child's level, requirements and individual style of learning," according to the principal and teacher. "The teacher and child are both learning because a reciprocal relationship has been formed. As a result of this relationship, positive change takes place – the child changes, the teacher changes and the program changes."

The goal at Cuyahoga Heights is to broaden and

intensify "the educational efforts at the preschool level." In doing so, agree Lehtoma and Miss Powers, members of the school's staff "will undoubtedly magnify rather than reduce individual differences. Hopefully, in this process they will have developed a young student who needs few disciplinary measures, is a relatively independent learner and contributes to, rather than detracts from, the educational program."

(For more information, contact David A. Lehtoma, Cuyahoga Heights Public Schools, Cuyahoga Heights, Ohio 44125.)

BEEP: The Comprehensive Approach

Brookline, a suburb of Boston, will be watched closely during the next few years by educators and early childhood specialists. BEEP – the Brookline Early Education Project – is a remarkable undertaking initiated by the Brookline Public Schools. It is, in the words of one of its designers, "a partnership of education and health professionals to attack the total problem of the first six years of life." Its senior consultant, Burton White, calls it "a five-year test of the feasibility of a public school system assuming a formal professional role in guiding the educational development of children from birth."

Jointly administering BEEP with the public schools is the Harvard Graduate School of Education where White is director of the preschool project in the graduate school's laboratory of human development. Assisting are the Harvard U. and Boston U. medical schools and other agencies serving children, including the Children's Hospital Medical Center of Boston.

BEEP has three basic ingredients:

- Medical and psychological diagnosis, with an emphasis on detecting learning handicaps as early as possible, even before birth.
- Remediation as soon as it is indicated.
- Parent education. As White describes it: "Really giving parents for the first time a coherent idea of what little children are like in the first years of life, what's going on educationally, what they might do, what they should avoid doing."

"Basically what we want to see," says White, "is whether we can bring children to the elementary grades considerably better prepared for any form of education that follows, with fewer needs for special education and with higher levels of achievement. The first order of business in education is to take the first and most fundamental educational system – the family – and help it do the best possible job. The current American system of education does nothing to prepare people to be parents.

"Characteristically, public support of education has been allocated at age 6, but there has been a growing consciousness in the last 15 years that something is awry here. If children are significantly behind when they enter school, they most likely will not catch up. Our best judgment is that, given our current resources, we are not usually able to turn things around for the underachieving child at age 6 or even age 3. Many major developmental processes start at 8 or 9 months of age – such as language, crawling and the sense of self," White says.

To remedy this situation, BEEP is providing member families unlimited access to its resources, including films and reading collections on infant and child development, and a toy- and equipment-lending library.

Pediatricians and psychologists associated with BEEP regularly administer extensive health and educational examinations, supplementing the work of family physicians. The staff of the project refers parents to available supplementary or remedial service centers if diagnostic exams uncover any sensory, motor or other learning difficulties.

The Carnegie Corp. and the Robert Wood Johnson Foundation provided $750,000 for the first two years of BEEP. The initial phase of the project focuses on children from birth to age 2. As additional funding becomes available, BEEP plans to extend its diagnostic and educational services to children between the ages of 2 and 4 1/2.

"It is not BEEP's intention to force or accelerate a child's development," says Donald E. Pierson, director of the program. "Ours is a preventive approach aimed at detecting unusual developmental lags or physical problems and then at helping to create the conditions that will nurture normal growth."

Supt. Robert I. Sperber of the Brookline school system says that as far as he knows, there is nothing like BEEP anywhere in the country. "Although I am optimistic about the comprehensive approach as a model for the future," says Sperber, "I would not say now that all segments of the Brookline program will be 'doomed to success.' We are simply looking for solid evidence of what works."

Standardized tests and tests of maturity and capability in nonschool areas will be used to measure the success of the program. According to Sperber, if the program results in a whole class of abler children and parents, teacher retraining and the entire reading and arithmetic curricula may have to be redrawn.

"I want to see if we can make a difference of real significance," says White. If BEEP does bring about "dramatic" results, he feels the program has "an interesting potential for drastically altering the way public money is spent for education."

(For more information, contact Robert I. Sperber, Superintendent, Brookline Public Schools, Brookline, Mass. 02146.)

South Umpqua's Preschool in the Home

A few years ago, the superintendent of the South Umpqua (Ore.) School District, Dealous Cox, realized he had a problem. Whereas the average district could count on about 25% of its new first-graders lacking reading readiness, the proportion was nearer 60% in his district. "Too many of the children did not know left from right, names of colors, letters of the alphabet, number concepts, their home addresses and phone numbers. Some were even unable to take care of their personal needs," Cox said.

South Umpqua School District, located in a mountainous, thinly populated section of the state, was also under-financed. It couldn't afford an expensive preschool program. Then Cox had an idea. Why not take preschool into the homes and use parents as teachers?

Cox obtained funds for the project under a Title III, ESEA, grant. He recruited some "young granny-type" housewives to teach mothers in the district how to work with their children. They were friendly, outgoing women who had already gained considerable skill with their own children. "We specifically did not want to send professional teachers into the home to work with mothers and their children," Cox said. "For too long educators have in effect told parents, 'You don't know anything about teaching your children. Just send them to school and leave the teaching to us.' "

A housewife-teacher visits a home every two weeks and spends 45 minutes with mother and preschooler. She takes with her a kit of materials – games, work exercises, songs, puppets and the like. The materials and techniques are geared to two goals: to make learning fun for the child and to show the mother how she can teach her child while doing the things she has to do as a homemaker.

Games have been especially designed to enhance the preschooler's reading-numbers-and-colors readiness. There's the washing machine game, in which a mother asks her youngster to help sort the wash. He counts the number of handkerchiefs, socks and shirts. He sorts them by color. Or when a mother is busy sewing buttons on shirts, she asks her child to bring a certain number of buttons of particular colors. As she cooks, she asks him to fetch three cake pans, two cups of flour, eight eggs and one cube of butter.

Cox cites both advantages and disadvantages in South Umpqua's preschool-in-the-home program:

The advantages:

- The schools generate parental involvement, which doesn't stop when children move into the first grade.
- The visits by the "granny-type" teacher-mothers give parents confidence in working with their own children.
- The cost is well under what it would be for a regular preschool.
- There's no building outlay.

The disadvantages:

- Children attending preschool at home miss group experience.
- Working mothers can seldom take part. (There are some night and weekend visitations, however, to accommodate them.)

How do parents react to the program? Said one: "I wish we had had something like this before my older children started to school." "It's working," agrees Supt. Cox. "The kids like it. The parents like it. And the teachers like it. When you get a combination like that, you can't lose."

(For more information, contact Dealous Cox, Superintendent, South Umpqua School District, Myrtle Creek, Ore. 97457.)

An Arkansas Model

Kramer School, Little Rock, Ark., is a day care school operating on four premises: (1) education is

Federal Guidelines for Staffing

Guides for Day Care Licensing, released by USOE in 1973, provides day care licensing guidance materials for use by state personnel in developing day care licensing statutes and regulatory codes. "A day care facility must have sufficient staff to provide for each child's physical care and to offer individual attention to children as may be needed, as well as time to interact with children for the benefit of their social competence, emotional well being, and intellectual development. The number of staff and their utilization should reflect programmatic requirements, differences in the needs of the children served, and should permit flexible groupings," according to the guide.

To meet this goal, a series of compliance requirements lists model adult/pupil ratios. For instance, the recommended ratio in facilities serving 13 or more children is the following:

Age of Children	Staff Ratio
0 to 2	1:4
2 to 3	1:5
3 to 5	1:10

Only personnel who spend at least 75% of their time providing direct care for children may be counted in meeting staff/child ratios.

In day care centers funded in whole or in part through federal appropriations, the requirements become somewhat stricter, according to HEW's 1970 publication *Federal Interagency Day Care Requirements*. For instance, no more than 15 children can be "in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 5 to 1." For children between the ages of 4 and 6, no more than 20 youngsters may be in a group and the total adult/pupil ratio cannot exceed 1:7.

an essential component of day care, (2) it should start at infancy, (3) the chasm between early education and elementary education needed to be bridged, and (4) early education should be a part of public education.

Kramer takes children as young as 6 months. Infants spend their day in the "Baby House." It's maple-paneled and has playpens, cribs, a feeding table, playground equipment and a diaper-changing room. Teachers and aides play games and blow bubbles with the babies.

Three-year-olds learn numbers. Four-year-olds learn basic math concepts. A "Learning Library" has special equipment to help slow learners. A projector flashes letters, numbers and geometric patterns for the child to copy. Audiovisual equipment helps the child gain language proficiency. Older children frequently help the younger children. All children assume some responsibility for care and maintenance of the building.

Kramer's early childhood program is directed by Bettye Caldwell of the U. of Arkansas. It's part of the Little Rock public school system and was funded initially by HEW's Office of Child Development with the participation of the Little Rock School District and the U. of Arkansas. Kramer is housed in a renovated building in a racially mixed neighborhood with a sizable proportion of low-income residents. It contains six elementary grades as well as the preschool program. Day care is available to all children if the families need this service; otherwise, preschool children attend half-day sessions and elementary children attend during regular school hours.

"An early enrichment program can't touch the lives of children in a significant way unless it's linked to public education," says Mrs. Caldwell. "Only in the public schools can you reach a large number of day-care children, and give them educational continuity, starting with infancy. There is no danger of a child losing out later, as some children in other programs have lost their early gains."

She says the day care program emphasizes emotional stability, mental health and mutual understanding along with academic subjects. Improved behavior and an enthusiasm for school are key program objectives.

"Most day care centers look at their function from the standpoint of the mothers' benefit – relieving them from custodial care of their children during working hours," she says. "We look at it from the standpoint of the child's enrichment. Our day care actually strengthens the bonds between mothers and children. In many cases we take enough of a load off a mother so that she can be more loving, more patient, and take more time to play with the child. Separation during the day can heighten the enjoyment and appreciation of each other when they are together. The quality of the relationship is improved."

Kramer preschoolers have shown measurable cognitive gains, scoring significantly higher than control groups. Elementary students have shown academic gains as well as positive self-concepts. The most dramatic result, according to Bettye Caldwell, has been "the extent to which elementary students have responded to the emotional climate of the school."

A visitor to Little Rock, Prof. Joan Costello of Yale's Child Study Center, called it "one of the most exciting educational demonstrations going on in the country today" and "potentially a model for the schools of the future."

(For more information, contact Bettye Caldwell, Center for Early Development and Education, U. of Arkansas, 814 Sherman, Little Rock, Ark. 72202.)

The Coping Curriculum

Avon Grove School District, situated in a rural section of Pennsylvania southwest of Philadelphia, recognized something needed to be done to help 4- and 5-year-olds develop skills and understandings necessary to cope with school.

About 30% of the children of preschool age came from families regarded as disadvantaged. Predictably, without some kind of intervention, they would not do well in school. Many ninth graders dropped out before finishing high school. The failure rate in the district was about 6% per year.

District administrators received the help of Lois Macomber, chairman of early childhood development at Temple U. in Philadelphia, in designing a program appropriately called The Coping Curriculum. The program was partially funded by a grant received under Title III, ESEA.

The Coping Curriculum is based on the sequential learning process described by Jean Piaget, the Swiss psychologist whose theories have profoundly influenced early childhood education. Three successive stages of learning are emphasized in the Coping Curriulum:

- The object stage, which involves the child in experiences with concrete things.

- The picture stage, which progresses from the recognition of concrete objects and experiences to the identification of those things in pictures.
- The symbol stage, which calls for recognition of an abstract label, such as a word or a number.

"The essence of the Coping Curriculum," says a district brochure, "lies in the knowledge that the understanding of concepts and symbols comes only through concrete experiences. In later stages of development we are able to generalize from our experiences to apply past experiences and learnings to new situations and to understand that which we have not experienced directly. Young children are just beginning to deal with the processes of classification and generalization. Therefore, their knowledge and understanding must be derived directly from meaningful, concrete experiences rather than symbols and abstract reasoning."

The Coping Curriculum makes heavy demands on teachers, especially in the area of record keeping – which allows them to be sure of the stage of concept development a given child has reached, what he's learning and hence how effective the teaching has been. An individual checklist is kept for each child. Teachers keep track of the skills which the children have already mastered and identify the skills which need to be developed and reinforced. Thus, the teacher can evaluate a child's progress at any given moment.

Individualization is strongly emphasized. Children work independently and in small groups during much of their 2 1/2 hour daily session. During the small-group period, children rotate from area to area doing various tasks. All of this is based on a realization that small children do not adapt well to large-group instruction. They are unable to sit for long periods of time and they become restless.

Parents are involved. Several parent aides work in the classrooms. Some help with preparation of classroom materials. A parents' advisory council works with teachers to organize parent meetings and disseminate information.

Harry Gorton, superintendent of Avon Grove School District, sees the success of the Coping Curriculum not only in human terms but in economic terms. "We can achieve more for less money," he says, "if we concentrate on preschool development instead of having to do remedial work later."

(For more information, contact Avon School District, 20 Prospect Ave., West Grove, Pa. 19390.)

Smethport's 'Better Idea': The Creative Center

When the school board of Pennsylvania's Smethport Area School District authorized a program for 4- and 5-year-olds in the late 1960s, the staff decided to design something different. "The easy thing," says Director Eileen T. Hull, "would have been to examine curriculum guides of various kindergarten programs and from them write one that sounded good. Rather than travel down easy street, however, we chose to explore the untried."

The result is the Creative Center, where flexibility is stressed. Its thrust, according to Miss Hull, is "to provide each child with experiences personal enough to enable him to develop on his own terms, to sufficiently arouse his curiosity to inquire into areas that excite him as an individual and to develop his aptitudes."

There are four main classrooms, each bearing a label: perception, social living, manipulation and science. In social living, children learn to deal with one another and the world around them through group discussions. In manipulation youngsters learn about color, texture and shape through painting, molding clay and creating designs. Perception classes are designed especially for those children who need special help in distinguishing shapes, colors and forms. Science is where the children learn about animals, find out that fish have gills instead of lungs, discover that each substance has its own characteristics, such as weight, color, odor and size.

(For more information, contact Miss Eileen T. Hull, Smethport Area School District, Smethport, Pa. 16749.)

Manhattan's Escuela Infantil Del Barrio

In an old factory building on Manhattan's 104th Street, six teachers and four paraprofessionals are working with 60 children in what is known in the neighborhood as Escuela Infantil Del Barrio. It's East Harlem's bilingual preschool, financed under Title III, ESEA, and designed to give the Spanish-speaking Puerto Rican children of that area a chance for success when they reach school age. The need was apparent: the Spanish-language children of East Harlem had the lowest reading and arithmetic scores and the highest dropout rate in Harlem School District #4.

Parents expressed firm desires that their children know and use both English and Spanish and

that both languages be taught in the schools. They knew that English was a necessity, but they also wanted their children to speak good Spanish to help perpetuate their traditions.

The school is in the open-classroom mode and its program is unstructured. Children are free to choose their own activities in well equipped learning centers and to move from one center to another at their own timing. Teaching is carried on in both English and Spanish.

The learning centers (science, art, math, library) are separated from each other by wood and cardboard dividers. There are also a block corner (assorted blocks, trucks and other large-muscle toys) and a physical activities center, which substitutes for unavailable outdoor play space. In each learning center, the teacher in charge speaks only one language to the children. Since she has available a variety of objects and materials with which to reinforce her spoken comments, communication is possible from the beginning. The Escuela staff has found that the children rapidly accept and begin to use words and expressions from a second language.

Teachers visit the homes before school opens and encourage parental involvement. A parent group meets regularly to deal with their children's problems and to explore other areas related to life in East Harlem. One outgrowth of the group's formation has been a nursery-day care facility staffed by parents who receive training from staff members of the East Harlem Public Schools as well as other social workers and teachers.

(For more information, contact Educational Information Services, New York City Public Schools, 110 Livingston St., Brooklyn, New York 11201.)

Dayton, Ohio: ECE on a Big Scale

"A community that seriously wants to improve its children's opportunities will start them to school early. In terms of sheer economy, it can be shown that the earlier the investment in systematic intellectual development is begun, the greater will be the ratio of returns." These words, by John Fischer, president of Teachers College, Columbia U., have been taken to heart by the Dayton (Ohio) Public Schools.

The Dayton system has an ECE program which operates 22 prekindergarten centers – 21 of them in elementary schools, one in the county children's home. They serve some 1,800 children, predominantly those who are educationally disadvantaged. Most of the children are 3 to 4 years old, although one of the centers serves an experimental group that includes children aged 2 1/2. The ECE staff numbers approximately 180.

ECE, Dayton-style, concentrates on communication, with self-identification by the child as the first objective. If the child is to communicate, he must first know himself, according to the program rationale. He learns that what he thinks is important. He also learns that what others think is important. He learns to exchange ideas. He learns that ideas can be expressed in spoken words and that they can be put down on paper either in pictures or words. Through communication he learns about the world around him, and the more he learns, the more he has to communicate. Communication becomes a never-ending, ever-growing process.

Dayton's ECE centers also help children develop their basic sensorimotor, intellectual, social and emotional skills – all accomplished through structured play and under expert guidance.

A comprehensive health program is included in the program. A social case worker makes sure that all children have received immunization before classes begin. They are given periodic medical, dental, speech and hearing examinations and, if necessary, they are given follow-up treatments (with parents' consent).

A parent program is also included. Each center has a room where the parents meet once a week. The mothers learn how to make inexpensive clothes for their children and how to prepare inexpensive, nutritious meals. The parents' room has sewing machines and other equipment that many of the mothers do not have in their own homes. Parents often accompany their children on field trips, and many of them help out in the classroom. In addition to the informal weekly meetings, there are more formal monthly meetings featuring guest speakers or films.

(For more information, contact Dayton Public Schools, 348 W. First St., Dayton, Ohio 45402.)

PRIDE: A Preschool for Toddlers

Many Pennsylvania children start their formal education at 5 by going to kindergarten. In districts where there is no kindergarten, children start at 6 in the first grade. But at West Chester State College, formal education begins for some children between 16 and 40 months old. Participating children come from low-income families.

The program is admittedly experimental, developed for purposes of research, but it seems to be working.

The object is to help disadvantaged children overcome problems which otherwise might prevent their success when they reach elementary school. The West Chester program zeroes in on the development of two things: thinking ability and speaking ability. Russell A. Dusewicz, director of the project, believes most traditional early education programs fail because they don't concentrate sufficiently on these two attributes.

PRIDE, as it's called (Pennsylvania Research in Infant Development and Education), has two phases. Children from 16 to 28 months attend four-hour morning sessions; after a year, they graduate to an afternoon phase for children from 28 to 40 months old.

Much attention is given, especially in the first phase, to getting children simply to talk. Some of them can use only a few words when they enter the program. Some cannot form the simplest sentences. Discussions and story-telling play a big part in the opening phase of the PRIDE program.

Games, toys, puzzles and various activities are carefully chosen and designed to help the children grow satisfactorily. Some of these items help in the development of self-concept; some are used to improve the children's color perception and discrimination. Learning games are used to improve picture and word discrimination, audio tapes for sound discrimination.

PRIDE has already produced measurable gains in intelligence, language development and social maturity, Dusewicz says, and parents are delighted at how well their children are developing, especially in the area of communication. The big test, he concedes, will come when the children reach elementary school.

"Even though we don't have answers as to what the long-term effects will be, the project is already serving as a valuable model for other early education programs. We think that we have something here that instills in very young children a desire for learning which can be carried over to the more formal educational experience. We believe now that the results of this program can eventually help decrease the number of children who are alienated from school by the time they reach fourth and fifth grade."

(For more information, contact Russell A. Dusewicz, Pennsylvania Research in Infant Development and Education Project, West Chester State College, West Chester, Pa. 19380.)

Preschool on the Prairie

You don't often find an early education program in a very small town. But St. Edward, Neb., population 800, is an exception. It has what it calls the New Nursery School, developed by the St. Edward Public School with help from Title III, ESEA.

The school's main objective for the children attending is a positive self-concept. A principal route to that objective is through language experiences. The New Nursery School operates on the premise that the best way for a child to learn is by doing. Therefore children are given many opportunities to talk. They are encouraged to refer to all objects and people by their proper names. They are expected to ask for the things they want. Teachers and aides are encouraged to provide good adult speech models.

The school is situated in an old house. High school boys built some of the indoor and outdoor equipment and high school girls serve as "reading friends."

(For more information, contact Frank Williams, Superintendent, St. Edward Public Schools, St. Edward, Neb. 68600.)

Baltimore's IQ Booster

In 1962, Baltimore tried an early admission program for ghetto children whose prospects for success in school were dim at best. After a year of the program, it was judged a failure. A year's intervention simply wasn't enough.

Now Baltimore is trying again, and this time it is succeeding. Its Model Early Childhood Learning Center, funded initially under Title III, ESEA, enrolls children at age 3 and keeps them through age 4.

The program is single-minded. It has one overriding aim: to develop cognitive ability. Other things – physical, emotional and social development – are not ignored. But they are secondary. "If a child does well academically and doesn't come up to norms in those other areas, we rarely think of him as a failure," says Director Betty Showell.

A startling statistic demonstrates how well the Baltimore program has succeeded in achieving its primary aim. Its designers hoped for a 14-point average IQ gain the first year. The gain turned out to be 16 points, as measured by Stanford-Binet. "No known program of this type anywhere in the

country has accounted for more than a 10-point rise," according to the Maryland State Dept. of Education in a report on the Baltimore program.

The program is highly individualized. Each child spends at least half his time each day in some kind of individualized instruction, much of it built around "task boxes." These are about the size of cigar boxes. They contain materials for dozens of little lessons from which the children learn things they are going to need in order to read, figure and think well. The program sets up more than 250 cognitive objectives. A lesson might deal with the shapes of things, or the number of things, or matching textures. Material in the boxes – much of it homemade – might include a set of sticks of different lengths which a child is asked to arrange according to size. Or it might be pieces of wood, aluminum and glass which he is to separate according to material.

A tape cassette inside each box also gives the student individual instructions related to that box. ("Put the fuzzy materials in one pile. Put the slippery materials in another pile. Put the hard materials in another pile.") If he needs help, he raises his hand and an adult comes. When he is finished, he raises his hand and an adult checks what he has done.

Each day the teachers make out learning prescriptions for each child, designating about six learning objectives per day. He picks up his prescription in the morning and follows it through the day. Each work session is followed by a play session, which also has built-in cognitive objectives.

Once again, parents are deeply involved in the program. They help assemble the task boxes and are encouraged to make similar learning materials for their children to use at home. They help with breakfast and lunch, serve on parent advisory committees and on staff interview teams. And frequently they get the children under way in the morning when the teachers are busy with program planning and other problems.

"Educators don't own the magic formula to learning," says Betty Showell. "We welcome parents as partners. Parents have as much right to work with their children as teachers do. We're training parents to use the tools that teachers use. Parents are now helping design curriculum activities. I see the day when they will actually write curriculum."

Cost of the program is about $1,250 per child and there are 500 children in the program. Each class of 20 children is assigned a master teacher, two assistants, a paid parent counselor and volunteers. Approximately $3 million in Title III, ESEA, funds was spent in the first three years. Part of that money, however, went for non-recurring expenses such as building alteration and carpeting.

(For more information, contact Betty Showell, Director, Model Early Childhood Learning Program, Title III, ESEA, Baltimore City Public Schools, 1330 Laurens St., Baltimore, Md. 21217.)

A Unique Grouping for Early Education

Harrisburg, Pa., regrouped its whole educational structure – including its early education program – to meet its desegregation problems. In its elementary schools, for instance, there was racial imbalance in varying degrees in all but two of the 18 elementary buildings. In 1969, Benjamin Franklin School had a 97% black enrollment. Downey School and Hamilton School had 99%. Woodward School had 95%.

"By mandating student attendance at these neighborhood schools," says Supt. David H. Porter, "we were providing for segregation. We unknowingly were providing that yet another generation of children would grow into a 'class consciousness' that already was destroying the ability of Americans to get along with one another."

Then the Pennsylvania Human Relations Commission jolted Harrisburg with a mandate for racial balance. There was a citizen outcry, but Porter says the order "may well have been precisely the right thing at the right time." A study prompted by the school board resulted in an overhaul of the system and a new arrangement of grade levels to bring about racial balance.

Instead of its former conventional lines – K-6, junior high (grades 7-9) and high school (grades 10-12), the Harrisburg reorganization plan brought 4-year-olds into the system and included them with 5-year-old kindergartners and first and second graders in "Early Childhood Centers." Grades 3, 4 and 5 were combined into elementary schools. A new middle school arrangement accounted for grades 6, 7 and 8. The top four grades were combined into high school.

Harrisburg is proud of its Early Childhood Centers. The typical center, says a school district parent-information brochure, "is as superior to the old six-grade elementary school as the system it replaces was superior to the one-room schoolhouse." One major advantage of the center: "The absence of older children in the school makes it possible to design a learning program that is 'just

right' for the younger child." Other advantages: Teachers are specially trained for early education; there are few discipline problems; the program is highly individualized.

(For more information, contact David H. Porter, Superintendent, Harrisburg School District, 1201 N. Sixth St., Harrisburg, Pa. 17105.)

Sioux Falls: Starting with the First-Born Child

The Sioux Falls (S.D.) School District, like many others around the country, found that many children entering kindergarten were not ready to do so and some were even dropping out. In an attempt to better prepare the children, the district initiated a program called the "First-Child-Family Interaction in Child Development," under the direction of Ralph W. Colvin.

As implied by its name, the program concentrates its efforts on the first-born child in each family. Thus, the parents are usually the youngest in the community and hopefully the benefits provided by the program will accrue to any siblings.

The youngsters, aged 3-5, represent a cross section of the community and, according to Colvin, the program has been "unusually successful in its diagnostic ventures in light of the rather general lack of appropriate evaluation devices for children in this age group."

During the first year of the project, parents were required to agree they would participate in the program, but the demand was relaxed to adapt to the needs of the single parent families and in cases where both parents work. Colvin said this part of the program has been highly successful, with 400 families (67% of the eligible population) involved since the beginning of the project.

The program directors have developed over 200 pages of specific objectives for the project, but basically there are three general goals:

1. To identify and meet the needs of the families in the target population.
2. To provide diagnostically oriented, enrichment and remediation preschool experiences for the children within the population.
3. To provide training and experience for all those interested in involvement with preschool children and their families.

External evaluation of the project is being performed by Selection Research, Inc., which indicated that 99% of the program's total objectives were either progressing at an expected level or were completed at the end of the first year (1971-72). A second-year evaluation was in progress in mid-1973. "We have been rather successful in focusing on the children's developmental needs, without being forced into an academic format," Colvin reported. "We started with play, which we differentiated to the areas of art, music, drama, movement exploration, nature and crafts . . . and are now in the process of bridging the gap between our preschool program and the existing kindergarten structure, which is highly academic in its orientation."

Program flexibility, cited as one of the outstanding elements of the project, is achieved through weekly planning, implementation, evaluation and recycling meetings, which enable program directors to make needed changes "at a moment's notice." Colvin also noted that the close working relationship established with community employment, welfare and education agencies has made it possible to develop the project with a central staff of only six employes. Numerous student aides have been obtained through agreements with local high schools and colleges, which provide credits for students participating in the program.

Sixteen parent groups meet on a monthly basis, and a Parents Advisory Council meets twice a month with program administrators. Two parents usually work daily in every classroom.

(For further information, contact Ralph W. Colvin, Director, First-Child-Family Interaction Program, Sioux Falls Career Center, 701 South Western Ave., Sioux Falls, S.D. 57104.)

Chapter 5

The Role of the Parent

"Children thrive better in bad homes than in good institutions."

—John Bowlby
British child psychologist

The Coleman report, *Equality of Educational Opportunity*, agreed with Bowlby's statement when it concluded that family background is more important in determining a child's educational achievement than the quality of his schooling. And current early childhood education results tend to confirm that a child's experiences prior to enrolling in school profoundly affect his future success. "Ask the Office of Child Development what is the most critical ingredient of early learning," urged Sara Stein and Carter Smith in a *Saturday Review of Education* article titled "Return of Mom." "Ask community groups setting up day care centers, ask educational publishers, ask child psychologists and educators of almost any philosophical stripe. All of them will answer: 'parents.' "

Cornell U.'s Urie Bronfenbrenner concurs. "Any appreciable enduring improvement in the child's development," he says, "can be effected only through an appreciable enduring change in the behavior of the persons intimately associated with the child on a day-to-day basis." For most children those persons are their parents.

Numerous educators also believe that when society intervenes in the life of a very small child (i.e. early childhood education), parents need to be involved in that process. This concept has required a mental shifting of gears for some educators. Ira J. Gordon, director and graduate research professor at the Institute for Development of Human Resources, U. of Florida, recalls that until about the mid-1960s parents were treated as silent partners. "They were told rather emphatically by school people that it was neither wise nor desirable for them to attempt to teach their own children," said Gordon in *The National Elementary Principal*. "Teaching belonged to the teacher, and it was separate and distinct from child rearing. Woe to the parent who proudly told the first-grade teacher that she had taught her child to read," Gordon said.

This separation of home and school was a natural outgrowth of old theories about learning and development, according to the professor. Those theories placed heavy emphasis "on maturation and innate biology of the child." They adhered to a "fixed view of intelligence and development" rather than the "current view of both cognitive and emotional development."

"This current view," said the Florida specialist, "recognizes the significance and importance of experience in the home as well as in the neighborhood as being effective precursors of formal schooling. Formerly, teachers were well aware that children came into their classrooms with different expressed capabilities to learn and were also well aware that home conditions often influenced the child's attitudes toward learning. Nevertheless, the prevailing attitude was that all education should take place within the confines of the school, under the control and direction of the professional."

The change in view about the impact of parents, home and neigborhood on children's ability to learn coincided with and, to a large degree, was influenced by Head Start. Other compensatory education programs, as well, emphasized parent involvement as soon "as it became understood that the home was a potent influence on the child."

At about the same time, more attention was given to the findings of psychologists concerning the importance of the early years on intellectual development. Among them: Jerome Bruner, Jean Piaget, Benjamin Bloom and J. McVicker Hunt. Their pronouncements were doubtless a factor in the change of view among educators about the role of parents.

And so, said Gordon, the field of early childhood education seems to be moving toward a "new home-school partnership. We recognize that chil-

dren learn in all settings throughout the day and that motivation to learn, as well as actual learning success, requires a total living situation in which parents and school work together," explained Gordon. "Parents shift from being clients, or silent partners, to becoming full partners in the education of their children."

Educators' own professional organizations are also taking a stand reflecting their approval of parent involvement. For instance, the American Assn. for School Administrators stated in its 1973 *Curriculum Handbook for School Executives:* "A program for young children that does not have some provision for either receiving guidance from parents about their concerns or for enlisting parental support for the concerns of the school is likely to be missing out on a component of the total curriculum of the young child."

Parent Teachers Provide Unexpected Dividends

George Peabody College for Teachers at Nashville, Tenn., demonstrated how a partnership with parents can be made to work by developing a special summer nursery school for impoverished children. While emphasizing the language skills, attitudes and motives needed by the children in order to succeed in elementary school, the Peabody program went beyond the conventional bounds of early childhood education.

Mothers of the children were brought to the nursery school to see for themselves what the teachers were doing with their children and what the results were. The teachers served as models for the mothers to imitate when they returned home with their children. In addition, home visitors saw each mother weekly. They related the teachers' work to what the mothers did with their own children in their own homes. Mothers were shown how to read a story with enthusiasm to a 2-year-old. They learned how to provide young children with reinforcement during the process of teaching new skills, such as the ability to get dressed. They learned how to talk to their children about such prosaic things as where potatoes come from while peeling them. The home visitors also talked with mothers about their problems and how to deal with them.

Two groups of children and mothers went through this exercise in parent-child partnership, and the results showed up vividly in tests. The children who attended nursery school and received the home visits showed noticeable improvement over two contrast groups of children who did not. (They were comparable in economic status.) Moreover, the superiority of the test performances continued through the first grade.

Additional research turned up other positive gains. Tests were given the younger siblings of the children in the two nursery school groups, and their performances were clearly superior to those of the younger siblings of children in the contrast groups. Apparently, the mothers being tutored in good child-rearing practices not only helped their children going to nursery school but their younger children as well.

There was still another unexpected dividend. Children in one of the two contrast groups – a group living in the same ghetto neighborhood as those attending the nursery school – registered scores superior to those of children in the second contrast group, which lived some 60 miles away. The scores suggested that mothers who were learning techniques of child care in the Peabody project were teaching those techniques – however inadvertently – to their neighbors. Good "parenting" had proved contagious!

Earl S. Schaefer of the U. of North Carolina believes this kind of program – one centering on the parent rather than the child – has "major implications for the future of the education profession." At a 1973 symposium on early education sponsored by the American Educational Research Assn., he urged a return to what he called the more comprehensive definition of education.

"Perhaps the major objective," he said, "would be to influence the child's education in the home, the community and through the mass media from birth onward – before school entrance, evenings, weekends, holidays, vacations and after the school year. This objective would require emphasis upon developing communications, cooperation and collaboration with parents to support the child's extra-academic education.

"It would also require that educators involve themselves in training parents and future parents in family care and education skills. Education planning would begin to develop the money, manpower, motivation, methods, materials and models required to implement a lifetime and life-span perspective on education. The objectives of enrolling children in school at 5, 4 or 3 years of age and of enrolling infants in developmental day care might appear less urgent if we begin to develop the alternative of strengthening and supporting family care and education of children."

What should be the basic assumptions of a viable home-school partnership in early education? Ira Gordon suggests the following, which underlie the U. of Florida's Follow Through Program:

- Attitudes toward learning are learned primarily at home, and the home is thus a central learning place.
- The parent's self-esteem, attitudes toward school, expectations for success and provisions of experience influence a child's performance, attitudes and self-esteem.
- Children learn best when home and school share in the educational experience.
- Children learn best when their own subculture is respected.
- Parents themselves gain in self-esteem and feelings of competence when they see themselves able to teach their own children, to teach others, both adults and children, and to function as decision makers in all aspects of the program.
- When parents are actively involved in the education of their children, they will continue to enhance the child's growth and their own activity after the formal program ends.

Constance Cook, a member of the New York State Assembly, brought the matter of parental involvement into focus in an original way. "Parents, rich or poor, rural or urban, anywhere in the country, all have one thing in common," she said. "They sincerely love their children in their own way. You have to understand what their way is, and use it. And I think that with that key we will be able to succeed in this endeavor. It's hard for us in government to think about working with love as our main motivating force, but I think we just have to learn how to do it."

To which Utah's Gov. Rampton added, "The most meaningful institution we have in our society is the family. It must be involved in child development. There must be a logical transition from family development of the child to an institutionalized development."

Numerous educators agree, and early childhood education programs involving parents are springing up across the country. Currently these home-school partnerships seem to fall into three general classifications: the home as a preschool classroom, educating today's parents, and educating tomorrow's parents.

THE HOME AS PRESCHOOL CLASSROOM

Home Start

Essentially the Home Start approach to early childhood education is a spinoff of Head Start – which aims at meeting the needs of disadvantaged preschoolers. Home Start was launched by OCD in April 1972 as a three-year demonstration program designed to bring comprehensive child development services to children and families in their own homes.

Home visitors from the 16 OCD-funded Home Start demonstration projects in operation around the country in 1973 were serving approximately 2,500 children. Home Start's thrust is helping parents develop skills in working with their children.

Each of the 16 demonstration projects serves approximately 80 families and operates with a budget of approximately $100,000 for a 12-month period. Home Start administrators expect the program to make an impact on other programs of its type as well as providing a base for determining the relative costs and benefits of center-based and home-based comprehensive early childhood development programs.

Home Start Director Ann O'Keefe noted at the second annual conference in June 1973 that over 50 Head Start programs had incorporated some aspects of the Home Start approach. That was part of the rationale for starting Home Start in the first place. "Although Head Start and other center-based programs are in general highly regarded," Mrs. O'Keefe said in a February 1973 OCD publication, "they provide only indirect or minimal benefits to other children in the involved families. . . . The overall Head Start program was beginning to encourage local programs to develop variations of the standard Head Start center program to suit local needs; thus it was felt that successful demonstration home-based programs could eventually serve as models and resources to other Head Start programs interested in this approach."

The backbone of the whole program is the home visitor, who parallels the "visiting nurse" role in many areas. Most of the home visitors are paraprofessional women who live near the 8 to 20 families they serve. Generally, the selection of the visitors is based on friendly attitude, suitability of cultural and language background and successful experience as a parent, rather than on academic credits. Preservice training is usually limited to 3 or

4 weeks, with the emphasis instead on continuing, practical, inservice training.

The main problem noted in the program is the visitor's concept of her role. J. Ronald Lally, director of Syracuse U.'s Children's Center, cautioned program directors that home visitors should be made well aware of the fact that they are to support, and not to substitute, parents.

(More information on Home Start is available from Ann O'Keefe, Director, Home Start, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.)

CFRP: Serving the Whole Family

Another federal effort in ECE resulting as a further extension of Head Start is OCD's Child and Family Resource Program (CFRP). Initiated as an experimental project in the spring of 1973, CFRP is to concentrate on providing "family-oriented, comprehensive child development services to children from the prenatal stage through age 8 in accordance with assessed needs."

Local communities in 11 states received $1.375 million in federal funds to develop pilot projects for the first year of the four-year project. The 11 programs began operating in June 1973 and each initially enrolled 60 families with prior Head Start experience and an additional 20 low-income families referred by other community agencies. Formal linkage with agencies within a community will be established to assure that families receive maximum benefit of services such as maternal and child health clinics, day care programs, mental health agencies, university services, family counseling services and local schools. CFRP projects are also expected to draw on the most successful aspect of earlier OCD programs, including Parent and Child Centers (serving families with infants and toddlers), Health Start (an experimental program of bringing health care to preschool children), Home Start, and Head Start.

A key element of CFRP will be the assessment of the special needs of each child and his family. A team composed of physicians, psychologists, educators and social workers will work with parents to determine the amount and kind of assistance they need and want. Types of assistance the program might provide include developmental programs for children of different ages; prenatal care, pediatric screening and health care for children 0-8 years old; programs to ensure smooth transition from preschool to elementary grades; supportive assistance for families, such as counseling and emergency help during a family crisis. If resources permit and the family needs it, additional aid can be provided in the form of full day care, tutoring, family recreation programs, and cooperatives for the purchase of food.

(For more information, contact: Ann O'Keefe, Director, Child and Family Resource Program, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.)

Saturday School

The problem in Ferguson-Florissant School District, in suburban St. Louis, Mo., was a familiar one. Five-year-olds were turning up unprepared for kindergarten. The causes were varied: experiential deprivation, emotional disorders, learning disabilities, mental retardation and physical disabilities.

The district decided it was time to extend education downward to 4-year-olds. The question was whether it should adopt the orthodox on-site approach to preschool education or try something different. One major problem was a lack of space for preschool programs in the school buildings during the school week. The decision therefore was to try something different – to improve the quality and quantity of a child's early learning through a partnership with parents.

Ferguson-Florissant thus developed what has come to be known as Saturday School. Funded initially by Title III, ESEA, it is designed to bring the parents of young children into the classroom and also to take the school into the home. That way both parents and teachers are able to observe and work with the 4-year-olds.

Preschool classes are held Saturday mornings and afternoons in the kindergarten rooms of 8 of the district's 17 elementary schools. Each child goes to school for one-half day. Parents – both mothers and fathers – come into the classrooms to help the teachers, especially during small-group instruction periods. Their participation makes possible an adult-pupil ratio as low as 1 to 4. The average parent takes a turn one Saturday out of every six. During the week, parents continue the learning experiences begun at school, using skill developing games and activities. The school supplies them with Home Activity Guides suggesting things to do at home.

Also teachers make regular home visits, the frequency depending upon the needs of the various children and their parents. Three-fourths are visited weekly. Some receive teacher visits twice a week,

others only twice a month. The teacher involves the child in learning activities for up to one hour and then leaves suggestions and sometimes materials with the parent to use during the rest of the week.

Learning activities at school and at home emphasize development of skills to facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills and the creative arts. Combined with all this is social growth. Parents are encouraged to "spontaneously" introduce learning activities into their children's daily schedules rather than formally present them, as is done at school.

Children with special problems and handicaps are integrated into the regular classroom program. Those with learning or communication problems are visited by a specialist or teacher-specialist once or twice a week. And there is an accelerated program for children who excel academically.

A typical schedule for the students' 2 1/2-hour day in Saturday School includes:

Opening activities. The class meets together for a brief learning activity, singing, and meeting the parent-teachers.

Small-group instruction periods. These activities are designed to provide flexibility for individual differences. The children rotate in small groups to four learning centers. A permanently stationed parent or teacher conducts 15-minute activity periods for each group. One activity may be in language development; another, math concepts or gross motor or creative experience.

Creative play. An independent play period is provided for the youngsters.

Closing activities. The children reassemble for a song and story.

There is extensive professional and citizen involvement in the Saturday School. A community council of parents, school representatives, business and civic leaders meets periodically to exchange ideas for improving the program and to enlist community support. A professional advisory committee with representatives from educational, cultural and civic agencies was involved in the initial planning and continues to watch and make recommendations. A district early childhood committee of school administrators, principals and elementary teachers serves as a coordinating link with the district's total educational program. And, finally, consultant specialists in early childhood education, associated with programs and universities around the country, lend their expertise through observation and recommendations.

Testing results have been encouraging. Ferguson-Florissant set a first-year goal of eight months' gain in intellectual growth, language development and visual-motor skills during the seven months between testings. A large majority of children surpassed the goal. Average gains by the children enrolled were 16 months in intellectual growth, 13 months in language development and 10 months in visual-motor skill development. Gains made by the one-third of the children with the lowest entering scores, including many found to have various problems affecting their learning, were even greater: 17.7 months in intellectual growth, 21 months in language development and 16 months in perceptual skill development.

The district reports children with special problems or handicaps also made significant progress. Many learning difficulties were remediated by the end of the year. Gains made by 18 children diagnosed as "learning-disabled" were especially significant, particularly in the areas of language and motor development. By the close of the year, 12 were functioning at levels commensurate with their chronological age. Eleven students had been diagnosed as falling within the levels of borderline or mild retardation. At the end of the year, only three could be so classified.

There were 241 pupils identified as having emotional problems. They showed marked improvement by the end of the year in their behavioral patterns and ability to adjust.

Understandably, then, Saturday School has made a big hit with both parents and children in Ferguson-Florissant Schools. "Now that I'm taking time to work with our son," said one parent, "I find I'm talking and listening to him more, and we're getting to know each other better." Another commented, "We had no idea our daughter had a hearing problem. We're grateful it was caught so early." It remained for one of the 4-year-olds to put the whole thing into small-fry perspective. "I wish," said the youngster, "they had Saturday School on Sunday, too."

(For more information, contact Marion Wilson, Director, Parent-Child Early Education Program, Ferguson-Florissant School District, 655 January Ave., Ferguson, Mo. 63135.)

Operation Uplift

"There is no more important school than the home and no more important teacher than the parent," said Delaware Principal Joseph L. Cobb, as he set in motion a unique home-based early childhood program exploiting everyday happenings and domestic chores in the average home.

Cobb, who headed an elementary school in the Wilmington Public School District, and his wife, Grace, calling their program Operation Uplift, enlisted support from the U. of Delaware and got some seed money from the E. I. Dupont Co. Then they went door-to-door canvassing for parent volunteers. Fifty signed up. They met Saturdays for three hours under the leadership of Mrs. Cobb in sessions designed to show them the importance of creating an environment that would stimulate their children to learn. They were also encouraged to feel they had the capability to do that. Sitting in what Mrs. Cobb described as "a circle of love, so everyone feels involved and nobody is in the back of the room," they listened to speakers and to each other. Mrs. Cobb prepared weekly activity sheets detailing ways they could use everyday occurrences to help their children learn. She urged them to read aloud to their children at least 10 minutes every day. Gradually the parents overcame feelings of apprehension that they were interfering with their children's learning, Mrs. Cobb said.

"Don't worry whether your child knows his ABCs or can count to 30 to impress Uncle Henry," she admonished them. "That will come later. Teach your child what a circle is and what a straight line is and what 'big' and 'little' and 'under' and 'over' mean. Many things a child learns in first grade are concepts of what is alike and what is different. If he doesn't know the difference, he won't be able to put a circle around the things that are alike."

Visits to the homes were made biweekly by U. of Delaware child development students taught to monitor the children's verbal responses in their family settings.

Parents were elated to discover not only how much their children could learn in the early years but the key role they could play as parents. "I have rediscovered my children," said one. "It's an experience I'll never forget."

"Parents," summed up the university's project supervisor JoAnn Strickland, "need to understand that a child is a competent learner from infancy. The more a mother interacts verbally with her child, and the more constructive she is in her responses to the child, the more advanced the child is likely to become in language development. For her, Operation Uplift is merely a first step toward the establishment of a service center for parents of preschoolers. Such a center could provide training for parents in all aspects of child development and education – not just language."

(For more information, contact: Candy Bailey, Coordinator, Cedar Hills School, Cedar and Room St., Wilmington, Del. 19805.)

Lawndale: Getting Smart at Home

Lawndale is a low-income neighborhood in Chicago. Many of its children, say school officials, do poorly in school, as did many of their parents before them. So, in 1968, Chicago's Mundelein College, a Catholic institution, turned its attention to Lawndale. "We went there," says Sister Margaret Healy, "to try and find some way to narrow the educational gap between the poor and the middle-class families. The job being done by the schools was a disaster and everyone agreed something had to be done, but nobody knew what to do."

Out of Mundelein's concern emerged the HICA Early Childcare Center. (The initials stand for four streets bordering a community group organized within the Lawndale area – Harrison Street, Independence Boulevard, Central Park Avenue and Arthington Street.) The center was funded by the Model Cities program and installed in a two-story duplex townhouse – the first new building in Lawndale in 35 years.

Parents, especially those who were working, left their children at the center all day. But some didn't need an all-day center, and some didn't want to use it. "In many cases," says Sister Margaret, "these families were the ones most in need of our help."

To meet the need, the HICA Early Childcare Center enlarged its operation to include a home education program. It was modeled after one developed at Peabody College for children in rural areas.

Trained paraprofessionals visit Lawndale homes and teach parents to teach their children. The program reaches down to children as young as 2. "We've found," says Frances Barnes, director of the child development program, "that Project Head Start reaches our children too late. By the age of 3, many of our children are already experiencing a downward trend in intelligence simply because they lack the stimulation provided to children in many middle-class homes."

The program helps Lawndale children acquire those skills and knowledge generally accepted as part of the life experiences of middle-class children. Whereas a middle-class child would go shopping with his parents, the Lawndale child receives a simulated trip through the use of a make-believe supermarket in his living room. From a felt-covered board serving as a grocery shelf, he selects pictures of grapes, apples, butter, potatoes and a turkey. He is thus learning visual and color discrimination and the names of common foods. He learns, through other exercises, the difference between tall and short, how to count to 10, muscular coordination.

The HICA Center also established a library where mothers can obtain additional materials for home-based teaching. "We've found that the mothers become deeply involved in the program once they understand what we are trying to do," says Doris Johnson, one of the paraprofessionals. "When we first come into their homes, they are suspicious. But by the end of our 12 weekly one-hour sessions, they almost always are working on their own with their children, using our library and coming in once each month to our development center for follow-up reports."

"We've found that our parents are successful in teaching their children to learn once they have been shown how," says Sister Margaret. "Many simply had no idea how smart young children can be. They really get excited when they see what their children can do."

Test results have been heartening. Of the 10 children in the original program, all but two made progress as measured by the Stanford-Binet intelligence test. The mean IQ of the group increased from 92 to 101.6.

"The parents of Lawndale," says Sister Margaret, "love their children every bit as much as parents anywhere. But until recently they never realized how important light, color, movement and conversation were to a young child."

(For more information, contact Frances Barnes, c/o HICA Child Development Center, 3726-28 Flournoy St., Chicago, Ill. 60624.)

The 'Toy Demonstrators' of Freeport

The Mother-Child Home Program was established in Freeport, a suburb of New York City located on Long Island, in 1967. The program was designed to help raise the IQs of 2- and 3-year-old disadvantaged children by increasing their verbal interaction with their mothers.

Twice weekly mother and child are visited by trained "toy demonstrators," who use selected toys and books comprising a kit known as Verbal Interaction Stimulus Materials (VISM). The mother is drawn into the play activity and encouraged to take over. Thus she is helped to overcome what many educators consider one of the major environmental problems contributing to a child's cognitive handicap: lack of verbal communication between child and family.

Children enter the program at the age of 2 and stay for two years. Some of the toy demonstrators are from low-income areas and are paid. Many have already "graduated" from the same program. Others are middle- and high-income volunteers. Their VISM kit is made up of 11 toys and 12 books, and during the initial session mother and toy demonstrator work together to assemble a special toy chest for storing the materials.

Interaction techniques are divided into categories of verbal or verbally stimulating behavior: giving information, eliciting responses from the child, describing toy manipulation aloud, giving positive motivation, verbalizing social interaction, encouraging reflection and divergence, and engaging the child's interest in the book or toy.

Sponsors of the program report substantial gains in IQ scores for children in the program. The U. of North Carolina's Earl Schaefer cited the program for the children's significant gains achieved for less money than was spent on other early childhood programs.

(For more information, contact Phyllis Levenstein, Director, Mother-Child-Home Program, 2 Brooklyn Ave., Freeport, N.Y. 11520.)

Harnessing Parent Power

Four Chicago-area mothers, having among them a total of 13 children, talked about a need for usable materials to help parents teach their own children. Three of the mothers were themselves teachers. One was a social worker. Their names were Ann Cole, Carolyn Haas, Elizabeth Heller and Betty Weinberger.

"We surveyed the activity booklets available to parents," says Mrs. Cole, "and discovered that although some were excellent, many were too wordy, too complicated and too expensive. The need for a simple handbook was evident – one focusing on easy home projects requiring minimal preparation and 'saved' rather than 'purchased' materials."

Out of their deliberations came PAR (Parents As Resource) in 1968. The PAR Project has produced a series of booklets designed specifically for parent-teaching-child situations but also highly adaptable to day care centers and preschool classrooms. First of the PAR booklets was "Recipes for Fun," followed by "More Recipes for Fun" and "Workshop Procedures." The booklets are full of imaginative kitchen-table projects like making macaroni jewelry; making a humming flute with a toilet paper tube, a small piece of waxed paper and a rubber band; making a choo-choo train out of shoe boxes and string; and making caterpillars and tulips out of egg cartons.

There are also games: "Guess What I'm Doing," "I See Something Red" (a game using colors), and "Opposites" (a word game). There's fun with commonplace activities: A rainy day walk – inside. ("Find things made of glass. Can you name them? How many did you find? Hunt for big things, hunt for blue things. . . .") Fun with shapes. ("Find some circles in your house. . . . Look for some things in the kitchen that are square. . . .")

Many parents, say members of the PAR team, underestimate their own creativity and the impact home-centered learning experiences can have on a child's future attitude toward learning. "Parents play a key role in the child's early learning process," says Carolyn Haas. "A close parent-child relationship is of primary importance. But parents need support and encouragement as well as tangible materials to assume that role with confidence."

The PAR founders hold workshops for parents, day care workers and Head Start directors all over the country, carting their boxes, cans, twigs and macaroni from one meeting to another. Meanwhile, a Boston publisher (Little, Brown & Co.) has collected many PAR ideas into a book, *I Saw a Purple Cow and a Hundred Other Recipes for Learning*, available in hard cover and paperback.

PAR's ultimate goal is to reach large numbers of children through a chain of parents teaching parents, both in large groups and in small "kitchen" workshops. To this end, the four founders are concentrating on leadership training and using a foundation grant to recruit and train inner-city parents as workshop leaders. PAR's underlying theme, said Mrs. Cole, is "to develop the creative role of the parent as the child's first teacher."

(For more information, contact: PAR Project, 464 Central, Northfield, Ill. 60093.)

EDUCATING TODAY'S PARENTS

The main thrust of the following programs is to provide training to parents in structured classrooms.

PREP: Involvement of Mothers And 4-Year-Olds

"I am much more aware of what my child has to say and I listen to him. I have gotten to like him more because we do things together. I find motherhood more rewarding. I am enjoying my children."

"My 4-year-old isn't such a bad kid after all."

These are comments by mothers involved in a Michigan parent-and-child program. It's the Parent Readiness Education Project (PREP) of Redford Union School District No. 1 in Detroit, Mich.

Each September the district tests all 4-year-olds who will be presenting themselves at the kindergarten door one year hence. Those who show evidence of potential learning problems – whose risk of failure is high – are invited to participate.

Four mornings a week the pre-kindergartners and their mothers ride a school bus to Westland Elementary School. There mothers and children part company. While the children are in class, the mothers receive instructions on how to carry on at home daily activities that tie in with the children's classroom experiences. Two teachers alternate between children and mothers, and an aide assists with the children.

The mothers observe their children in the classroom through a one-way mirror, which in itself gives them insights they might not otherwise attain. "Sometimes," says Diane K. Bert, director of PREP, "they are pleasantly surprised to find their child is quite different than they thought. They have a renewed appreciation of the youngster as an individual."

Fathers get involved, too. There's a series of evening meetings with a school social worker for both parents. And fathers are welcome at the morning classes when they can attend. (One father decided that wasn't enough. He expressed a desire to see an actual session involving the children. Staff members wanted to oblige him and others sharing his curiosity. But they knew if a class session was held in the evening, when the fathers were off work, the children would be too tired. So a special shortened session was held early enough in the evening to accommodate both the working sched-

ules of fathers and the limited staying power of 4-year-olds.)

PREP also provides parent training for about a dozen high school seniors. The students work with the children Mondays through Thursdays, attend a seminar Friday to talk about their experiences and are given credit for a course in child development.

(For more information, contact: Diane K. Bert, Director, Parent Readiness Education Project, Redford Union School District No. 1, 18499 Beach Daily Rd., Detroit, Mich. 48240.)

Arizona's Mother-and-Child Learning Teams

Wilson Elementary District is a two-school, inner-city district with a population that is heavily Chicano and black. The dropout rate is high.

How to get minority parents involved with and committed to education early enough to make a difference was a major challenge for school leaders. Wilson District decided on a mother-and-child learning-team approach, built around the premise that the mother is the primary teacher of her child.

What the district tries to do is provide structure and support for the mother so that she can, in fact, function in that role. Mothers attend daily sessions with their children at the Early Childhood Center. There's a readiness program for the children which includes English language development, cognitive growth and increased self-esteem and a program of instructional techniques and child development to equip the mothers to work with their children. Mothers are also taught homemaking skills in the areas of nutrition, sewing, cooking, home decorating, arts and crafts. They're taught personal growth, the latter even extending to hair styling and grooming. They're given debt counseling, helped – if need be – through the labyrinth of the state welfare department and even given instructions in how to vote by the League of Women Voters. Once a week the school psychologist talks with them about problems with their children. While the mothers are in class with their preschool children, any younger siblings are looked after in a nursery.

The mothers are enthusiastic about the program. One Mexican-American mother said, "My child is smart after all!"

(For more information, contact Theresa Howard, Director of Curriculum, Wilson School District No. 7, 2411 E. Buckeye Rd., Phoenix, Ariz. 85034.)

EDUCATING TOMORROW'S PARENTS

HEW's Education for Parenthood

During the fall of 1972, HEW's Office of Education and Office of Child Development launched a joint nationwide program to help teen-age boys and girls prepare for effective parenthood by learning about child development and the role of parents – and by working closely with young children.

The Education for Parenthood program focuses on making adolescents increasingly aware of the social, emotional, education and health needs of children and of the role of parents in fostering a child's development. HEW stresses, however, that the program is intended to supplement, rather than replace, any parenthood training young people receive at home, and to strengthen the family as the most important influence in a child's life.

HEW cites the following statistics as indicative of the need for parenthood education programs for teen-agers:

- Approximately 210,000 girls aged 17 and under gave birth in 1971.
- One out of every 10 girls becomes a mother by age 17, and 16% of these young mothers have two children.
- The national divorce rate for those married in their teens is 3 to 4 times higher than that of any other age group.

Some schools have already set up parenthood-training programs on their own, as indicated by a survey conducted by USOE and OCD. In fact, part of the reason for starting the program nationwide was the "enthusiastic response of teen-agers who participated in those programs," says OCD's Sidney Rosendorf. The nationwide program will attempt to introduce and improve programs in high schools as well as assist the development of projects for teen-agers by voluntary organizations. The two HEW agencies are distributing to schools information and materials from exemplary programs.

A new curriculum developed by the Education Development Center and called "Exploring Childhood" was being tested in over 200 high schools as the 1973-74 school year began. After its testing the model curriculum will be available for general use. As it now stands, the course is a

one-year elective and is adaptable to the needs of adolescents of varied cultural backgrounds. Students spend part of their time in the classroom learning about child development, the needs of children, and family relationships through specially prepared workbooks, films and audio-cassettes. At some time during the week, they spend several hours in child care centers working actively with young children under the supervision of their own teacher and a preschool teacher. Along with special materials for students, the course will include comprehensive teacher guides, suggested plans and materials for teacher training and a manual for school administrators interested in setting up "Exploring Childhood" in their districts.

Voluntary organizations outside the schools are getting an assist with parenthood education courses from OCD. Seven youth-serving organizations, including the Boy Scouts of America and the Salvation Army, were awarded grants totaling $612,000 to conduct 29 pilot projects for teenagers in rural, suburban and inner-city neighborhoods. Over a three-year period, the voluntary projects are expected to reach more than 6 million teen-agers and involve 2.8 million adult volunteers.

Schools and education organizations wanting more information on the Education for Parenthood program should contact W. Stanley Kruger, U.S. Office of Education, 400 Maryland Ave. SW, Washington, D.C. 20202. Noneducational organizations and the general public should write to Sidney Rosendorf, Division of Public Education, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

Child Development Training for 6th Graders

The Ewell D. Walker Middle School in Dallas, Tex., combines a "play-school" for 2- to 5-year-olds of families in the school area with classes in "personal living" for sixth-grade girls. The classes are part of the school's homemaking education program, designed to help each student acquire child care skills and knowledge by working with the preschool children. The classes are also intended to help the sixth graders gain insight into their own behavior and motivations and to develop inner discipline and awareness of what their responsibilities will be when they become adults.

The younger preschoolers (2- to 3 1/2-year-olds) attend a three-hour morning session. The older ones (3 1/2- to 5-year-olds) go in the afternoon. The sixth-grade girls spend part of their course time helping and observing in the playschool and part of it in classroom discussions. They plan and execute much of the playschool program, make decisions on room arrangements and food planning and serving, create a bulletin board display and plan special entertainment.

Principal Robert E. Quast says: "The grade level of the participating students, which makes this program unusual, has proved to be an opportune time to involve students in experiences which will help them gain better insights into their own behavior and development, and foster their independent learning."

(For more information, contact Robert E. Quast, Principal, Ewell D. Walker Middle School, Dallas Independent School District, Dallas, Tex. 75204.)

Day Care at North Mecklenburg High

North Mecklenburg High School, in the Charlotte-Mecklenburg (N.C.) School System, operates a day care center which provides training for students in two classes in advanced occupational home economics. Twelve children, ages 3 to 5, attend the day care center three days each week. The home economics students serve as teachers, aides, assistants and planners.

The center, set up in a converted basement room, is the product of cooperative labor. The maintenance department made the pink-and-blue lockers. An agriculture teacher and his students fashioned much of the equipment. Tablecloths for snack time and aprons for painting were made by the students themselves, as were the smocks they wear during their sessions with the children.

School officials say most of the graduates of the class have gone into child care activities. Several girls enrolled in early childhood education programs in area colleges. One worked as a bus driver-aide with an early childhood program. Several got jobs in child care centers in the Charlotte-Mecklenburg area.

(For more information, contact Eleanor Puckett, Home Economics Dept., North Mecklenburg High School, Charlotte-Mecklenburg Schools, PO Box 149, Charlotte, N.C. 28201.)

Chapter 6

Staffing Early Education

An acute problem for early education programs – the need for additional, adequately trained staff – is indicated by two facts:

- The number of licensed day care facilities in the United States has tripled since 1960.
- The number of children in other preschool programs has doubled since that time.

Estimates vary on how many additional staff are needed. But the U.S. Dept. of Labor calculated in 1972 that 23,000 new teachers will be needed in early childhood education each year up to 1980 to cope with the proliferation of early education programs.

In addition to quantity, the quality of ECE staff members is of major concern. "The quality of teacher performance in the majority of our preschool settings today is such that it potentially threatens the very goals which have stimulated its recent expansion," says L. G. Katz in *Staffing Schools: Background Information,* published by the ERIC Clearinghouse on Early Childhood Education located at the U. of Illinois. J. O. Miller, in another ERIC paper, *An Educational Imperative and Its Fallout Implications,* adds: "The proliferation of programs has created a crisis in staffing. The problem has been met by using inadequately trained personnel. Training capabilities have lagged far behind demonstrated need. Those training programs which are being developed probably reflect little understanding of the inner city and its people."

All of this may add up to a serious recruitment problem for any school district going into early education on a large scale. But it spells opportunity for people – men as well as women – looking for careers in this field.

A USOE report, *The Education Professions 1971-72, Part I – The Need for Teachers in Our Schools and Colleges,* indicates, however, that one out of every three potential teachers will have to seek a job outside traditional lines by the 1976-77 school year. It seems certain many of the surplus teachers – who will number about one million by that time – will turn to early childhood education as a worthwhile job market.

In a report titled *The Earned Degrees Conferred: 1969-70 – Institutional Data,* USOE shows that 5,683 early childhood education degrees requiring four or more years of study were awarded by institutions of higher learning during 1969-70. Of that total, 5,041 were A.B. degrees, 629 were M.A.s, and 13 were doctoral degrees. Following a traditional pattern, only 96 of the degrees were awarded to men, leaving the ECE field primarily to women. In addition, degrees in "nursery or kindergarten education" were received by 917 students, 897 at the bachelor's level and 20 at the master's level.

According to James Harrell, associate director of the Day Care and Child Development Council of America, teacher education programs in ECE are available in virtually every state. "If a degree program isn't available at the four-year university or college level, it almost certainly is at the community or junior college level. In fact, the most significant and relevant element in ECE training today is probably being offered at the community college level."

Staffing for ECE: How Many and Who?

Providing adequate staffing for ECE programs will present two obvious problems, besides cost, for school administrators interested in extending educational programs "downward": determining the number of personnel needed and their qualifications.

In California, the State Board of Education adopted a policy in January 1973 calling for an adult/pupil ratio of 1:10 for the kindergarten and

primary grades. The ratio will be established through the use of aides, volunteers and parents to assist in the classroom under the direction of a teacher. "Granted, this is not as rich a ratio as preschools have enjoyed, which has customarily been about 1:4 or 1:5. But it is considerably better than the typical kindergarten-primary ratio of about 1:30," said Dorothy Blackmore, a consultant on the California ECE management team. "We believe it is a step in the right direction in order to make individualization possible," she added.

Some guidelines to staffing are offered by Thomas Yawkey and Carol Seefeldt of the U. of Maryland in *Day Care: Planning and Implementing*, published by the American Assn. of Elementary-Kindergarten-Nursery Educators (EKNE). Although the booklet is mainly designed to offer guidance to day care centers, it has implications for ECE programs. The authors stress that centers must "provide for the education and protection of the children they serve. . . ."

Yawkey and Seefeldt say adequate numbers of competent, experienced adults are essential for quality programs and all educational activities should be supervised by a staff member trained or experienced in child development. They recommend that one adult be present for every three children under age 3, one for every five under age 4, and one for every seven under age 6. "A variety of staff members are required to meet the needs of young children," say the U. of Maryland authors. "In small programs, one staff member may assume several jobs, but larger programs will require more personnel and greater specialization. An ideal staff will include a director, teachers, aides, social workers, health personnel and service workers."

Staff requirements, according to the EKNE booklet, include:

- **Executive Director**: The executive director should have professional education and be experienced in the field of early childhood education and development, experience in social work and administration, and reasonable knowledge of the related fields of health, nutrition, and parent and community involvement. The director has total responsibility for the program and will integrate and coordinate all services, carrying out the policies established by the board of directors.
- **Teachers**: Teacher qualifications will vary according to the community, but at least one teacher for each age group should have some professional education and experience in the field of early childhood education. The teachers are ultimately responsible for translating the goals of the center into daily activities for the children. They will plan to meet the needs of individual children and families and will assume primary responsibility for relating to the child's parents.
- **Aides or Assistant Teachers**: Aides should have some experience in working with children. The aide, under the direction of the teacher, works with individual children or with the group as a whole. The aide or assistant teacher should never be equated with a maid; he/she is another person helping meet the needs of young children.
- **Social Workers**: Professional social workers provide for the welfare of the children and families. The social workers can refer families to existing services in the community or otherwise enable families to obtain the services they need.
- **Health Personnel**: It is not usually economically feasible to have a nurse on the staff at all times; the part-time services of a nurse or consultant are generally adequate. It is desirable to have a physician on the center staff as a consultant or on a part-time basis.
- **Service Staff**: The cook and her helpers, the custodian and the maintenance personnel are essential staff members. These persons should be selected for their ability to relate to and enjoy young children. The cook, in addition to preparing balanced, nutritious meals, should be willing and able to work with children when they come to the kitchen. The custodian may be an important male figure in the lives of children and may often help out at the woodworking bench or relate to individual children as he repairs toys or other equipment.

Need Versus Reality

Ronald K. Parker, of the City U. of New York, and Jane Knitzer, of Cornell U., figure about 250,000 people are currently involved in early childhood care. By contrast, they estimate some 6.8 million child care workers would be needed to operate facilities accommodating all preschool children in the United States. In their booklet, *Day Care and Preschool Services: Trends and Issues*

(Avatar Press, Atlanta, Ga.), they state it would take 3.2 million personnel to accommodate children of the poor and of working mothers. And, in spite of academic debates and funding setbacks, an inexorable trend toward universal early education and/or day care for the poor and working mother is coming, they predict.

The gap between the need for trained personnel and the number actually available implies, say the two authors, "that developing a network of child care services essentially means developing a new corps of human service personnel, with career lines and patterns for both professionals and non-professionals."

What's Happening Around the Country

Some steps are being taken across the country to fill the gap. The California Legislature, for instance, passed a law in 1969 establishing a competency-based, standard teaching credential with specialization in early childhood teaching. This credential will be in effect until Sept. 14, 1974. It will then be replaced by a specialist credential, which is currently under development as part of a new system of teacher certification in California.

In *Kansas City, Mo.*, Penn Valley Community College – with federal money allocated under the Education Professions Development Act – instituted a two-year program of training for day care and nursery school workers. It leads to an associate of applied science degree.

In *Hartford, Conn.*, the public school system includes a strong training effort for teachers and aides in its early childhood program. Every teacher is assisted by an aide, who must have a high school diploma or the equivalent and is paid approximately $4,000 a year for full-time classroom assistance. All teachers and aides are required to attend a three-week training session. The school district pays substitutes for teachers attending a training session during the school year and aides get their regular salaries. For summer training, teachers receive the amount a substitute teacher would cost for the period and aides get $75 a week.

Some high schools are also training early education workers. Programs similar to that of *North Mecklenburg High School* in the Charlotte-Mecklenburg (N.C.) School System (See p. 49) have been started in other cities. There are three programs in the eight *Fort Worth, Tex.*, high schools. At Dunbar High School, in the predominantly black community, students use as their laboratory a preschool for 3- and 4-year-olds housed in a portable building on the campus. At Trimble Technical High School, in the heart of urban Fort Worth, students use a day care center two blocks away. It's a cooperative arrangement between the schools and the Fort Worth Day Care Assn., a United Fund agency.

In the remaining six high schools, emphasis is placed on training students to become teacher aides in kindergarten and the primary grades. Students spend an hour a day in class under the vocational homemaking teacher and two hours doing practical work in nearby elementary schools.

The *Berkeley (Calif.) High School* has a Nursery Teacher Aide Training Program, organized around a "living laboratory" – a nursery school attended by about 20 children aged 3-5. The nursery school is housed in a multipurpose room at the high school with an enclosed patio and an adjacent playground. The program also operates at an experimental continuation school off campus.

It has three essential goals: (1) To help prepare young people for their future roles as parents, (2) to prepare high school girls for the dual role of homemaker and wage earner, and (3) to help all the young people involved toward self-understanding. "A student is often able to clarify his personal goals and to understand his own strengths and weaknesses as he relates to children, adults and fellow classmembers in a real-life situation," says Margaret P. Larson, teacher of homemaking education at Berkeley High School.

CDA: Competency Versus the Degree

One of the most recent and discussed ideas for manning the ramparts of early childhood education is Child Development Associates (CDA). Sponsored by HEW's Office of Child Development, the purpose of the CDA program is to develop a cadre of child-care workers. Their credentials will be based not on degrees and credit hours, but on demonstrated competencies in working with children.

The program was first explored by Edward Zigler when he was OCD's first director. He gave the idea a trial run in a November 1970 speech at the annual conference of the National Assn. for the Education of Young Children (NAEYC).

The following year Zigler announced that OCD would begin implementing the CDA program in

1972. He described a CDA as "an individual who has not had as much scholastic training as those with college degrees but nevertheless has the competencies to care independently for children."

Zigler said a CDA would not replace a college-trained teacher, a master teacher or a supervisor. Nor would he be merely an aide. He saw the CDA as a "competent professional." OCD now sees CDA as representative of a new professional category: child care specialists with a basic competency to assume primary responsibility for the daily activities of groups of preschool children in center-based programs.

The innovative and controversial aspect of the plan was the proposed credentialing of CDAs on the basis of demonstrated competency rather than degrees or courses taken.

Three national organizations worked with OCD in planning the CDA program: NAEYC, EKNE and the Assn. for Childhood Education International (ACEI). These groups in turn assembled a consortium of national organizations. The consortium, funded by OCD, was to develop prototype systems for assessing the competencies of Child Development Associates and credentialing them. Once those systems were developed, the consortium would be the official body issuing CDA credentials. The initial CDA competencies were developed by a task force of ECE specialists in cooperation with OCD. The competencies, reviewed by many groups and individuals, have been adopted as a starting point for the development of assessment and credentialing systems.

The competencies to be required of certified CDAs fall into six general categories:

1. Setting up and and maintaining a safe and healthy learning environment.
2. Advancing physical and intellectual competence.
3. Building positive self-concept and individual strength.
4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment.
5. Bringing about optimal coordination of the home and the center in child-rearing practices and expectations.
6. Carrying out supplementary responsibilities related to the children's programs.

How much training would be needed to develop these competencies? Anywhere from two months to two years, depending on an individual's previous experience and competencies already acquired, said OCD's Jenny Klein.

By July 1973, OCD had made 13 grants totaling $874,609 to universities and colleges, Head Start programs and private organizations to develop pilot programs for the training of CDAs.

The CDA idea has been criticized by some who say the program was aimed not so much at improving child services or training but at saving money. Zigler himself had frankly acknowledged, said critics, that the use of CDAs in place of highly paid professional staff would "cut down the cost of day care tremendously." Others feared that the CDA concept might lead to a lowering of professional education standards.

Additionally, the question arose as to the implications of performance-based certification for the entire teaching profession. The concept of competency-based certification also raised the question of what the credentialing committee would do with those teachers who were already certified and looking for work in early childhood education.

Although the consortium ran into some initial difficulties, as a number of national children's organizations refused to participate in the planning, the situation appears to be changing as the CDA program continues. By July 1973, 33 different organizations were participating in the consortium and a number of others, including some that had first declined to join, were moving to affiliate with the program.

C. Ray Williams, executive director of the consortium, admitted that "it would have been better if more groups had been involved at the beginning." But, he said, the consortium was "committed to a respectable profession and a professional wage. If the people who are experts in the field refuse to help decide the criteria for a competent day care worker," said the CDA director, "standards will come from others who don't know or care as much about children."

Williams, collaborating with his assistant, Virginia Krohnfeldt, on an article in *Childhood Education*, spoke out sharply against "fragmentation" in the early childhood field. "Standards are so varied that, while some insure developmental programs, others scarcely require custodial care. Child development, child care and early childhood education are often viewed as separate domains. The consortium, by its very composition, has the capacity and certainly the strength in numbers to facilitate unity in this fragmented situation."

Chapter 7

What Makes a Good ECE Program?

Probably the most important measurement of an early childhood program is whether it is achieving the purpose for which it was established.

The satisfaction of the parents is, of course, another means of measurement. But that is not the be-all and end-all of evaluation. As every preschool program director knows, many parents – perhaps the majority – are preoccupied with their work and satisfied if their small children are safe, secure and reasonably well looked after. This, though, can be accomplished by simply "warehousing" children. It's not developmental child care – which is being stressed increasingly.

What, then, are the basic characteristics of a good early childhood program? *Fundamental Learning Needs of Today's Young Children* lists three characteristics:

- It provides rich and varied learning experiences.
- It is staffed by caring, informed and trained adults.
- It provides a physical environment which is safe as well as attractive and which promotes learning and healthy development.

The Day Care Forum of the 1970 White House Conference on Children and Youth deliberated long and hard on the subject of desirable program content in child care. Its final report said in part:

"Children need to learn social and intellectual attitudes and skills that will enable them to cope successfully with society and meet their own individual needs. A good program, then, must attend to all areas of growth: social, physical, emotional, intellectual and spiritual. How these elements are combined in the program will depend heavily on such factors as the type of service and the other developmental resources of the community." Several points stand out, however, as especially important:

1. A good program must focus on the development of warm, trusting and mutually respectful social relationships with adults and other children. Such relationships form the basis not only for the social and personal development of the child but also for his future ability to learn from others.

2. The program must help develop self-identity so that each child views himself and his background as worthy of respect and dignity. A child's image of himself as a member of a racial, cultural, religious or economic group is basic to a strong self-concept. Cultural relevance, therefore, is not a separate political issue but an integral part of human development. Day care must not alienate a child from his family and his peers. Those in charge of programs must be knowledgeable of and sensitive to the values and patterns of life in the children's homes. To help correct past inadequacies and injustices and move toward a truly human heritage for future generations, children must be permitted to learn about our diverse cultures and their contributions to modern America.

3. Provisions must be made to ensure optimal nutrition and health care.

4. Attention must be given to the full development of each child, taking into account his or her individual ability, personality, imagination and independence, and resisting the degradation caused by racist, sexist, economic, cultural and other stereotypes.

5. A good program should seek the knowledge and resources of those trained in, and familiar with, child development for selection and use of equipment, space and methods to achieve the desired goals.

6. The inclusion of parents in the affairs of the program is a vital element in the value of the program to the child.

OCD Recommendations

In addition to citing the need for attention to the child's health, nutrition and security, OCD recommended in its Statement of Principles for Day Care the following "desirable elements" of good developmental child care:

- **Freedom**, within which the child might explore his environment, make his own mistakes and learn from them. "Children, as well as adults, must be afforded the right to develop in a manner appropriate to them."
- **Structure** – a regularity and rhythm of the environment. "Children need reasonable limits and a certain predictability in their world in order to be able to interpret events and feel they have some control over them."
- **Someone who understands.** "(Children) must be surrounded by adults who are sensitive to a child's size, his particular family circumstances, his physical or mental limitations, his particular emotional state."
- **A recognition of developmental differences.** "Two children of exactly the same age may have very different sets of developmental capabilities. They cannot, therefore, be treated as 'two-year-olds' but must be treated as individuals, with unique sets of capacities and unique personalities, who both happen to be two years old."
- **Challenge.** "In any educational setting a child learns best when there is a delicate mismatch between his capacity and the challenge of his environment."

NAEYC Recommendations

The National Assn. for the Education of Young Children (NAEYC) details how an early education program can be measured for validity. In its pamphlet, "Some Ways of Distinguishing a Good School or Center for Young Children," NAEYC gives guidelines on: physical aspects, personnel, program content, parent and family participation, and administration. (The NAEYC brochure can be obtained free from the Publications Department, National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C. 20009.)

Physical Aspects

- Ample indoor and outdoor space – at least 35 square feet of free space per child indoors and 75 square feet outdoors. Indoor space should include enough for a cot for each child during rest periods and a two-foot aisle between beds. There should also be a place where children may be isolated if, for instance, there's a sudden case of "runny nose."
- Safe, sanitary and hygienic conditions, including: approved fire protection; adequate heating and ventilation; protection against stairs and stairwells, uncovered radiators, other possible dangers; well lighted rooms; sufficient – and sanitary – toilets and washbasins.

If It's Quiet, Something's Wrong

"Activity – that's the key to a good preschool classroom. If several children aren't pursuing several different activities, all under the same roof, then something's wrong. The atmosphere is probably stifling, the teaching more like punishment than an exciting adventure.

"The teacher has got to be different things to different pupils. You can tell the great ones the way they hug one child while they reprimand another. They ask questions of one pupil and give answers to another."

–From an article by Cynthia Parsons in *The Christian Science Monitor.*

- Protection and promotion of health, including: medical examinations at least once a year; a supervising pediatrician on call; a person trained in first aid always available, plus adequate first aid supplies; a program so planned as to afford the children sunshine and daily outdoor play, with balance between quiet and vigorous activity; room temperature properly regulated; nutritious meals.

- Appropriate and sufficient equipment and play materials, including: large pieces of apparatus to climb on; a supply of blocks and toys; ample raw materials to stimulate the child's initiative and self-expression; attractive books of poems, pictures and stories of good literary quality; musical experiences.

Personnel

- Enough teachers both to guide the group and take care of individual children's needs.

- Well adjusted teachers who realize that human feelings are important. They give children a feeling of adequacy, stability and belonging; show warmth and affection without sentimentality or favoritism; encourage children to express their true feelings. They show firmness as well as gentleness and consistency as well as flexibility, and they help children to gain social awareness.

- Adequately trained teachers who understand children and the process by which they learn.

Program Content

- Content that helps a child to gain increasing power in concept development and facility in the use of language.

- It helps him acquire skill in the use of paints, clay, blocks and other constructive materials. Instead of being shown or told what to make, he is encouraged to use materials creatively.

- It affords the child ever-widening experiences by direct firsthand contacts with his environment, both within the center and in his neighborhood.

- It assists children in developing wholesome attitudes toward their own bodies and bodily functions. Teachers and other adults help them accept the physical differences between boys and girls in a matter-of-fact way.

- Real opportunities for the child's social adjustments are provided. Faculty and staff help the child learn how to consider others' rights and feelings, to take turns and share, yet stand up for his own rights. They help the shy child to feel at ease and develop assurance.

On the relationship of parents to the program, NAEYC makes these observations:

Parent and Family Participation

- A good school or center considers parents and their needs as well as those of their children. It welcomes parents to observe, discuss policies, make suggestions, talk things over, perhaps participate in the work of the center.

- Consideration is given to the varying needs of the entire family. The staff recognizes that any matters affecting the family directly or indirectly also affect the child. The center welcomes discussion in a group, or individually, of matters of concern to a family. The teachers recognize that families of different backgrounds and cultural settings have different needs.

Administration

- Records are kept of each child's progress and development. (Confidential information is handled with professional discretion.)

- The importance of regularity in the lives of young children is recognized without overstressing routines or rigid programming. Routines such as health inspection, toileting, resting, washing and eating are accepted by children and teachers as a natural part of living and not as "habits" to be acquired at all costs.

- All members of the staff must try to work with one another due to the staff's influence on each child.

- The school or center uses all available community resources and contributes to joint efforts for community betterment.

Chapter 8

What's Ahead

One of the major problems with the development of a comprehensive early childhood program is cost. For example, a survey of 29 licensed preschool centers in the Chicago area showed costs per child – 8 hours a day, 5 days a week, 50 weeks a year – ranging from $640 to $5,380 annually. (The cost analysis was based on a survey by the Council for Community Services in metropolitan Chicago and was reported in the May-June 1973 issue of *Children Today.)*

Although many states and communities pioneering in day care and ECE programs are developing less expensive programs, authorities generally agree that an acceptable quality of developmental day care costs over $2,000 per child per year – about twice the average annual amount spent per child in the elementary and secondary schools of the nation.

"To speak of offering a broad program of services for young children without recognition of the fact that it will necessitate money – and lots of it – is not only an exercise in futility but sheer hypocrisy," says Milton Akers, director of Florida's Office of Early Childhood Development.

An annual price tag of $2,000-plus-per-child for adequate child care means that the cost for the family paying its own way would come out to $40 or more per week per child – far beyond the means of most families. Parenthetically, this casts grave doubt on the economic viability of private or proprietary day care. Good day care requires a high ratio of adults to children, and that puts the squeeze on profits.

"It is dubious, to say the least, whether quality care can be provided on a commercial basis at a price tag large numbers of parents can afford and provide returns on the investment both to franchiser and franchisee," says Mary Dublin Keyserling. "One large franchise concern has already dropped out of the picture, citing just this difficulty."

The Administration's View

If a high quantity of national developmental child care is indicated for America's under-6's, how can it be provided? The answer seems to be inevitable: by tax-paid subsidy or not at all.

Here is where the big debate sets in. The ultimate expression of the negative side of that debate was Pres. Nixon's veto of the $6.3 billion OEO extension bill in December 1971, in which he objected to its provision for a comprehensive child development program.

Publicly subsidized developmental day care for children of the poor enjoys abundant sanction. And the federal government has plowed a lot of money into it, via Project Head Start and various community action programs. The argument for it rests both on the advantages supposedly accruing to the taxpayers from helping welfare recipients get off welfare and the benefits accruing to the children.

Where the debate gets hot is the point at which taxpayers' money would be spent for the care of children from middle-class families. This case was articulately argued by the proponents of the 1971 OEO extension bill. One of them, Rep. Ogden R. Reid, R-N.Y., called the measure "the first serious national effort to close a gap in our education system that adversely affects the lives of millions of American children." Reid cited these justifications for the broad child development program built into the OEO bill:

- Quality day care is *in itself* an invaluable addition to the educational process.
- The educational advantage to the child is increased if he finds himself in a group of mixed economic and racial backgrounds.
- The middle-class child can profit from quality day care as much as the child from a deprived family.

- The middle-class mother who wants a career of her own or who wants to add to the family income should not be penalized because she is too well off to qualify for existing welfare-type help and too poor to afford the great expense of commercial day care centers.

The case against this broad-gauged approach to child development was forcefully voiced by the President himself in his veto message. Provision in the OEO bill for developmental day care was irresponsible and unworkable, he said, and there was no demonstrated need for it. Moreover, he contended, it would "commit the vast moral authority of the national government to the side of communal approaches to child rearing over the family-centered approach." It was, said the President, a "radical piece of legislation" that would be "truly a long leap into the dark for the U.S. government and the American people."

The outcry triggered by Nixon's veto was loud and sustained. Champions of the bill charged he had let himself be influenced by "thunder on the right" and that the attacks on the bill were hysterical. They pointed out that, in denying the need for day care, he had ignored 12 million working mothers and the testimony of the 1970 White House Conference on Children and Youth, which gave child development highest priority. Moreover, they complained angrily, Nixon was against breaking up the family except when it came to the poor, since his own welfare-reform proposals left welfare mothers no choice: Once their children reached the age of 3, they had to go to work, undergo training or lose their benefits.

"There is nothing – I repeat nothing – in this bill that would weaken the family relationship," said Sen. Gaylord Nelson, D-Wis. "There is nothing in this bill that would lead to communal ways of child rearing. There was no testimony before the committee that this bill held any such danger whatsoever. Needless to say, if any such legislation were proposed, I myself, and the other sponsors of this legislation, would be the first to oppose it."

"For an enlightened society to withhold developmental supports from children during these precious early years because offering such supports might weaken the family and challenge our commitment to individualism is actually to deny such children the opportunity to be individuals – i.e., the fully developed individuals they could have become," says the U. of Arkansas' Bettye Caldwell.

An attempt was made to pass the bill over the President's veto. It failed. While the veto was a setback, it only stiffened the resolve of the child care forces. It did, however, betray a national lack of consensus. As Patricia Gerald Bourne wrote in *The New Republic*, "The disagreement is wide on what kind of child care we want and on how much we are willing to spend for it." There was one common denominator – care for the children of working mothers. But this, as Miss Bourne viewed it, was the "lowest common denominator." The coalition that has "formed around day care is really a coalition based on the needs of women in the labor force, *not* a coalition based on the needs of young children," she said.

Those needs keep being thrust to the force by the nation's authorities on child growth and development. "Among the developed countries of the world. . . ," wrote Nancy M. and Halbert B. Robinson of the U. of Washington, "there is now a growing interest in early childhood programs conceived essentially not as a way to permit mothers to enter the working force, but as a way of rearing children to become productive, fulfilled citizens." "There is no excuse," says Marion Wright Edelman, director of the Harvard Center for Law and Education, "for not instituting a national program of day care for all children in this country."

The Nixon veto, therefore, is not being viewed by early childhood education advocates as the end of the idea of broad-based, tax-subsidized child care. As Bettye Caldwell puts it, "Day care, or simply child care, as most of us prefer to call it, has suddenly emerged as a major force in American life, and it will not disappear again. It is with us to stay."

Madeline Hunter, principal of the University Elementary School, the laboratory school of the UCLA graduate school of education, expresses the same conviction in somewhat different words: "There is no question that day care of children is coming to America. The only question is, 'What kind?' "

"Early public education," she says, "has the potential for preventing rather than remediating, for enabling a child to become a more fully developed self as an individual and as a citizen of the nation. That is, providing we don't just hope for, but see to it that an environment is provided that will be staffed by competent professionals who are not merely exposing children to prereading and math, but are helping children develop in all aspects of intellectual, physical, social and emotional growth.

"An early childhood program also has potential for reinvolving and strengthening the family as the

primary agent in making human beings human. With such potential available, how can we afford not to develop it and find out what really is possible for America's youth?"

Even with the support of a loosely knit coalition of child advocacy groups, women's groups, labor, and some senators and representatives, however, any new child legislation is still subject to the tight fiscal policies of the Nixon Administration.

An indication of the future direction of the federal government may be gleaned from two views given below – one by the former head of research for OCD, the second by a federally financed study group under the direction of Shep White of Harvard U.

Former OCD Research Chief's View

Lois-ellin Datta, OCD's former chief of research, cites findings from research as a basis for looking at the future of early child development programs. She warns that a clear distinction must be made between a young child's "education" and his "development."

In an address before the Child Development and Child Psychiatry Conference in October 1972, Ms. Datta says "many of the early childhood intervention programs (particularly those intended to prevent mental retardation), the psychological theories on which they were based and the political social view they represent, have received both loud acclaim and severe criticism – neither of which appear to be entirely merited."

Some of the programs developed in the 1960s, like Head Start, have had impressive results. Some have not, at least not immediately, says Ms. Datta, who is now director of planning, research and evaluation for NIE's career education program. She questions whether such programs should be measured by the criteria of immediate success, long-term benefits and economic feasibility. If they are, she says, they must be adjudged deficient. Rather, she suggests, they should be measured according to whether they have shown what is possible and have contributed "to creating apparently better approaches."

Two distinctions must be made, says Ms. Datta. One is the distinction between early childhood education ("in the sense of applying first-grade

How Much Does It Cost?

The largest budget item for day care, obviously, is staffing. But exactly how much staffing can cost is sometimes hard to determine.

One report, *Day Care in the Seventies: Some Thoughts*, prepared for the Office of Economic Opportunity by W. R. Prosser, analyzed 1970 interviews with approximately 300 day care center operators, 130 day care home operators and 2,400 parents. Information from the interviews was then used to compute the day care costs per child in a center which enrolled an average of 40 children and with only 5% of staff hours donated. Costs for major health, transportation and parent social services were excluded.

Day Care Costs Per Child

Teacher Qualifications (Wages)	*Child/Teacher Ratio*			
	5:1	8:1	10:1	13:1
All high school graduates (at $1.60 per hour)	$1,525/yr.	$1,061/yr.	$ 907/yr.	$ 758/yr.
All college graduates (at $2.70 per hour)	1,968/yr.	1,338/yr.	1,128/yr.	929/yr.
All public school teachers (at $4.50 per hour)	2,694/yr.	1,792/yr.	1,491/yr.	1,208/yr.

objectives and methods down to 3-year-olds") and early childhood development ("which encompasses diverse means of meeting the needs of young children and their families"). The second is the distinction between doing what we do simply because it's "good for children" and trying to justify it in terms of solving social problems.

Programs on behalf of children "in their own right" and with the aim of meeting their broad developmental needs should be guided by these findings:

- The importance of the period from birth through age 6 has been verified by studies of nutrition, of the infant's capacity for learning and of the early development of basic social, cognitive and linguistic processes. *This is balanced, however, by increasing evidence of substantial plasticity during later childhood, adolescence and adulthood.*

- A diverse technology for teaching very young children and their families now exists. *Our task . . . is research utilization: finding practical ways of applying the early education curricula and technology to benefit all children.*

- The continuity of human development is a salient factor in maximizing program effects. . . . There is little evidence of a critical period or irreversibility; in the sense of important learning opportunities, each period is critical. *The cumulative nature of development indicates the desirability for early and continuous support for the child.*

- *There is increased appreciation of the importance of all aspects of the child's life span:* his physical environment, his immediate and extended family, experiences beyond his home with other children and adults and the institutional characteristics of society which exert powerful influences on child development.

Information from the pioneering studies and programs of the 1960s should be applied to new approaches to early childhood development. "The development that is possible under optimum circumstances is impressive," she says. "The technology now exists to support a wide variety of child growth, and it exists in many forms: television, curriculum modules, special equipment, developmental philosophies or models, programs for bilingual-bicultural children, for parents, for handicapped children. The array of choices presents more of a problem for the parent, the teacher and the program specialist than a lack of choice. Providing these experiences in an economically feasible way, considering both the need for resources to be directed where they will do the most good and to maintain ethnic and economic heterogeneity, is a primary task ahead of us."

More specifically, says Ms. Datta, we should be building on what we already have learned from experimental programs to develop some "new direction," such as:

- Diagnostically oriented programs for high risk children matching need and intervention, and integrating available resources.

- Achievement of maximum continuity among existing programs such as Parent-Child Centers, regular and experimental Head Start programs, Follow Through and ESEA Title I programs. "Children and their families should no longer enter a program, participate for a year and be thrust into a 'regular' experience. Instead, coordination of existing resources in the same community could provide a continuous experience."

- Continued experimentation in program and resource coordination in the areas of health and nutrition. "Parent education in these areas remains to be fully utilized as a means of *preventing* (emphasis the author's) problems and of reducing later dependencies by bringing children promptly to available care."

- Improvement of existing programs through resource coordination, training, integration of innovative ideas and improved management. Information now available can be applied to make substantial improvements in existing programs.

More Recommendations for Future Directions

A massive study prepared by the Huron Institute for the secretary of Health, Education and Welfare debunks many of the theories on early childhood development and recommends rethinking of current goals and programs at the federal

level. The three-volume report, based on 15 months' study by a group headed by Shep White, professor of psychology at Harvard U., was completed in September 1972. (The report is scheduled for release in late 1973 and will be available from the Supt. of Documents, U.S. Government Printing Office, Washington, D.C.)

The study's aims were two: to determine if child development data can be used to guide federal programs on behalf of disadvantaged children and to determine if goals for such programs can and should shift from "crisis" intervention to a broader concern for the enhancement of child development. The findings are useful as clues to future federal policy. Policy planners at all levels will need to take a close look at the findings on early child development. Some new directions for researchers are also indicated. Perhaps the most significant underlying point in the report for policy planners at all levels is the need to work more closely with the family in solving its problems.

Following are the institute's findings on early child development:

Critical periods and early experience: Much of the data concerning sensitive periods in behavior development comes mainly from studies with animals. Most human studies have focused on the effects of children who are either separated from their mothers or institutionalized. Since both circumstances are considered "unusual," little is known with any certainty about the effects of enrichment and of early stress.

Conclusion: No projection can be made on the critical events and circumstances that should be the target of early childhood intervention.

Modifiability of IQ: The heredity versus environment argument will continue to be debated with regard to IQ, but "the data do not support extreme positions." What is known, the report says, is (1) the IQ is likely to reflect hereditary factors; (2) judgments about the IQ levels of racial groups cannot be made on the basis of data on whites; (3) there's nothing to prove or disprove the possibility of raising the IQ through a change in environment.

Conclusion: It would be unfair and unreasonable to project serious social decisions for or against intervention on the basis of the presently known properties of the IQ index.

Prediction from childhood to adult characteristics: Studies to test children on the same characteristics over time and as they grow up are extremely rare, so predictions are hard to make.

Conclusions: Based on the few available studies (and excluding retardation as a factor), three suggestions are made: (1) scores of child development during the first year of life "bear little predictive relationship to later IQ"; (2) school achievement is somewhat stable over age, and any consistent change appears to be related to

Supplementing the Family, Not 'Sovietizing'

Much better understanding by the public of early childhood education is necessary to combat the fear that ECE will weaken the family, warns Edward Zigler.

"Since intensive parental involvement is necessary in a good program and since we are only talking about a child being in an early childhood education program for three or four hours a day at most, charges that these programs will undermine the American family seem unfounded to me. . . . We are talking about helping parents do a better job of raising and teaching their children. We are not talking about Sovietizing American children," says Zigler.

"I recommend that 3-year-olds enrolled in early childhood education centers attend for only three days a week, with each session lasting three or four hours. For 4-year-olds, I recommend four or five days a week for three or four hours each. This will hardly undermine the American home. Instead, it should enhance it. Good programs are an extension of the home, not a replacement. This is why parental involvement is so essential," he added.

the environment of the child; (3) little is known about the stability of human personality characteristics through development.

Predictive factors regarding premature birth: A relationship exists between premature birth and later lower IQ scores, lower school achievement, deviant behavior and physical defects. "Some evidence indicates that both the incidence of birth difficulty and its tendency to bring about later negative effects are associated with family characteristics related to low socioeconomic status."

Predictive factors regarding single parents: The evidence is weak supporting the argument that a father's absence from a home bears a causal relationship to male children's delinquency, low intellectual ability and achievement and poor psychological and social adjustment. "Other favorable family circumstances may moderate or counteract the possible negative effects of father absence."

Predictive factors regarding child abuse and neglect: Research is limited but it suggests a relatively high proportion of serious negative effects of continual abuse, such as brain injury, mental retardation, permanent physical injury and emotional problems.

Predictive factors regarding mental retardation: Recent studies have shown the mildly retarded to have become distinctly more marginal in terms of adult income and social class. Social adjustment depends on a number of social and personal qualities.

Evaluation of Early Childhood Intervention Programs

The Huron Institute's research team reviewed and evaluated five major kinds of intervention activities on behalf of disadvantaged children: early education, grades K-3; preschool; early day care; family intervention; and health care. The analysis did not take into account the influences of housing and income programs. Following are conclusions on the five activities:

Early elementary education projects: Simply providing extra resources, the report says, seems to have no positive effect on student achievement. The important factor seems to be the manner in which the resources are used. The characteristics of compensatory education projects in the early primary grades which produce significant achievement gains are (1) clearly stated academic objectives; (2) small group or individualized instruction; (3) parent involvement; (4) teacher training in the methods of the project, together with careful planning; (5) directly relevant and intensive instruction; and (6) high expectations and a positive atmosphere. The report notes that "although a certain level of resources is required to maintain educational projects with these characteristics, that level of resources alone does not guarantee success."

Preschool projects: The study's conclusions were based mainly on center-based preschool projects, especially Head Start. The effect of such projects, according to the report, is an immediate increase in IQ scores for children, but "the effects of most preschool projects on IQ scores do not persist beyond the second or third grade." Some results suggest the possibility of long-term benefits of preschools, including more regular subsequent elementary school attendance and a higher subsequent likelihood of being placed in regular rather than "special education" or low-ability tracks. Some data on the noncognitive effects of preschools suggest an increase in "desirable social behaviors."

Smaller, well designed experimental projects generally seem to produce larger gains than large-scale operations. The most effective projects, in terms of the child's performance, are the most structured. Such programs operate in line with clearly stated objectives; are consistent in using the most useful strategies in attaining objectives; detail staff planning for daily operation; and have adequate supervision and commitment to the program.

The researchers also drew one conclusion which is already under heavy fire and could have wide implication for expansion of programs: *"Although there has been an argument that the success of preschool projects would be increased if the age of intervention were lowered, there is currently little concrete support for this belief."*

Day Care Projects: The study examined day care programs for children age 0-3 and the effects of such programs on a child's physical

health, social and emotional development and cognitive development. Admitting that little information is available, the study concludes that no reports of measurable harm were found and only a few highly specialized and costly models were reported to have produced measurable benefits. *"It appears that day care programs implemented within the limits of the federal and state regulations appear to be neutral in their effect on human development. . . ."*

Family Intervention Projects: Four kinds of family intervention were examined: parent education, parent training, family casework and parent therapy.

Parent education programs generally struck out, according to the report. It says they would be successful only for a limited number of families. Fathers, generally, and mothers facing serious survival problems do not respond to such programs.

Parent training projects focus on the development of skills generally believed to lead to a child's cognitive development. Training can take place in a home only or in a home and a center. The report concludes that such projects might be successful for a very limited number of families. It drew an identical conclusion as that for parent education programs, i.e., fathers, generally, and mothers facing serious survival problems do not respond.

Family casework appears to work best when supplemented by adequate income support and an adequate level of community social services. Most progress is registered in "instrumental" areas of family functioning, i.e., child rearing, health care and homemaking practices.

Parent therapy and counseling is practiced mainly by white middle-class professionals on a white middle-class population. "Hence it would not necessarily be useful to disadvantaged populations defined by race or low income," the report says.

Health Care Programs: The report concludes that none of the current health programs for disadvantaged children have been evaluated or monitored in ways pertinent to the study. It does state, however, that "very spotty coverage" exists in comparison with the need for federal intervention (due to the inadequacies of the private sector). The report singles out some critical needs. For instance, it notes that early diagnosis and treatment of handicaps and chronic conditions could have a large impact on children aged 0-4. A potentially large impact would also be made in the lives of very young children if they were included in feeding and food distribution programs. Another gap, not being filled at the federal or nonfederal level, is a comprehensive program combining medical, psychological and educational diagnoses and treatments. The report also cites the need for programs to take care of social illnesses in children (child abuse, neglect and accidents).

Serve the Real Needs, Says Shep White

One of the most significant needs for children in any community is a local diagnostic center that could identify not only the requirements of the children but those of the families as well, says Shep White. In an interview for this report in September 1973, White pointed out that children and their families in different communities (urban, rural and suburban) have different problems. Funds should be allocated to meet identified needs. He favors this approach for the federal government over "just setting up another preschool program" – if that's not what could best serve the community. White says there's a real need for day care in this country, but not for everyone.

Recommendations for Program Planning

The recommendations for program planning at the federal levels strongly emphasize:

1. Individual services for children.
2. Working with the family rather than around it.

Recommendations for Preschool Programs (especially Head Start)

- Diversify Head Start away from its present primary orientation toward center-based preschool education.
- Broaden its focus to include other aspects of child development in addition to cognitive and academic.
- Broaden the means used to indicate its effectiveness.
- Emphasize research on the effects of center-based preschool education.
- Broaden its format to include home-based projects and parent training.
- Implement screening programs followed by appropriate treatment at birth, age 2-3 and kindergarten.
- Provide individualized services for preschool children with special needs as early in the child's life as is beneficial. Services should in most cases include parent training.
- Focus on research and development of programs for children with learning disabilities, behavior disorders or emotional disturbances.
- Implement more bilingual preschool projects for non-English speaking children.
- Adjust categorical funding at the programming level to permit integration of children with different special needs in the same preschool project.

Recommendations for Day Care

- Research is needed to more definitely understand the potential and present effects of day care on children; in its absence, substantial investment in developmental day care appears inadvisable.
- Day care facilities should be organized to deal with the needs of children from unsupervised, inadequately supervised, crisis and stress situations.
- An appropriate organization should provide screening of young children for potential health and educational problems, followed by needed services.
- A limited number of densely populated areas should be selected for the "experimental establishment" of a multipurpose day care center, to be supported by the federal government. The purpose of such centers would be to gain information on the optimal way to operate such a center.
- Efforts should be made to produce and execute housing designs that will promote informal or otherwise shared child care arrangements.

Wanted: Men

Women dominate early childhood education, as they do primary education. But men are beginning to edge into it. The U. of Michigan reports increasing numbers of men are entering its ECE program: "Collective bargaining has brought preschool and elementary teachers' wages up to a level more comparable with those of other jobs," says Jane Schwertfeger, professor of education at the U. of Michigan. "And the clear-cut patterns that have separated men's and women's jobs are dissolving."

Where do you find enough men to serve as "male-role models" in ECE programs? Joel I. Milgram, assistant professor of education at the U. of Cincinnati, suggests that preschools recruit volunteers from the following: fathers and other male relatives of children in the school, retirees, members of fraternal organizations, off-duty policemen and firemen, and teen-age boys enrolled in family life courses.